

# EDUCATIONAL RESOURCES INFORMATION CENTER

August 1977

Volume 12 Number 8



# **resources**

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# **in**

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# ***education***

ED 135 933-137 495



## RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

**Organization of Journal.** RESOURCES IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution

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## **SPECIAL ANNOUNCEMENTS**

### **SPONSORING AGENCIES ADDED TO INSTITUTION INDEX**

Beginning with the issue of *Resources in Education (RIE)* for July 1977 the Institution Index will incorporate entries for Sponsoring Agencies as well as entries for those organizations responsible for document preparation. All subsequent cumulative indexes will be expanded similarly. This improvement has been made in response to user requests and is intended to improve user access to materials announced in *RIE*.

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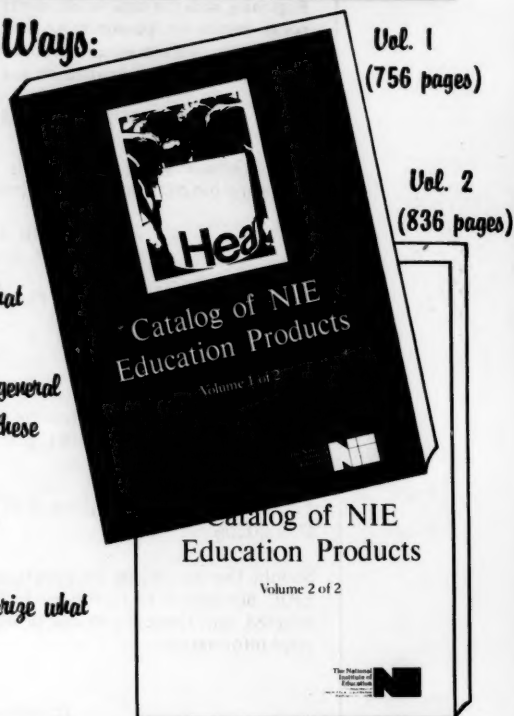
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Volume 12 Number 8 August 1977

# Resources in Education

ED 135 933-137 495

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

## DOCUMENT SECTION



ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

## SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Author(s).

ED 654 321

56

CE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D. C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

Organization where document originated.

Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

### \*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CG—Counseling and Personnel Services.....	32-44	RC—Rural Education and Small Schools.....	148-163
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HE—Higher Education.....	100-116	UD—Urban Education.....	214-226
IR—Information Resources.....	116-128		
JC—Junior Colleges.....	128-137		

## CE

### ED 135 933 CE 007 550

**Modules in Agricultural Education for Forestry.**  
New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date Jun 75

Note—124p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Pages 72-78 may be marginally legible due to print quality.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Agricultural Education, \*Forestry, Forestry Occupations, Instructional Materials, Learning Modules, \*Lumber Industry, Skill Development

Each of the seven curriculum modules in this packet for forestry instruction contains a brief description of the module content, a list of the major divisions or units, the overall objectives, objectives by unit, content outline and suggested teaching methods, student application activities, and evaluation procedures. Module titles are Forest Fire Control, Harvesting Timber and Pulp, Operation of Timber Harvesting Equipment, Sealing and Marking Timber, Timber and Log Conversion, Christmas Tree Production and Marketing, and Maple Products Production. (HD)

### ED 135 934 CE 007 875

Jax, Judy A., Comp.

**Home Economics Education Handbook. Teacher Trainee Program.**  
Wisconsin Univ. - Stout, Menomonie. School of Home Economics.

Pub Date 76

Note—101p.

Available from—Department of Human Development, Family Living and Community Educational Services, School of Home Economics, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cooperating Teachers, \*Guidelines, Higher Education, \*Home Economics Teachers, Instructional Materials, Job Skills, Resource Guides, Student Evaluation, \*Student Teachers, Student Teaching, \*Supervisory Methods, Teacher Education, Teacher Evaluation, Teacher Supervision, Teaching Skills

Developed for cooperating teachers and teacher trainees working with the University of Wisconsin-Stout's Home Economics Education Program, this handbook is intended as a reference which may supplement the guidance given by the cooperating teacher, principal, college supervisor or other personnel involved in the guidance and evaluation of teacher trainees. There are 11 chapters: (1) Introduction, (2) A Short Course in Human Relations, (3) Definition of Terms, (4) Suggested Sequence of Home Economics Education Courses, (5) Requirements for Continuance in the Home Economics Program, (6) The Teacher Trainee (Placement, Policies, Responsibilities, Credential Portfolio, and Preparation for a Visit from the University Supervisor), (7) The Cooperating Teacher, (Competencies, Responsibilities, and Program for Induction of Teacher Trainees), (8) Conferences, (9) Recommendations, (10) Competency Listing (of teacher trainee competencies), and (11) Evaluation of Competencies (Required Competencies, Evaluation Instrument, Grade Certification, and Permanent Placement Evaluation). The appendixes include 20 evaluation sheets, sets of guidelines, and checklists, e.g., Sample Lesson Plan, Understanding and Improving Teaching Skills Observation, Inventory of Factors Involved in Speaking, Checklist for Evaluating Teacher Made Learning Guides, Critique Form for Introducing a Lesson, Checklist on Management During Class Period, and Checklist for General Construction of Short Answer Tests. (HD)

### ED 135 935 CE 008 147

**Modules in Agricultural Education for Agricultural Resources.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date Jun 74

Note—381p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agricultural Education, Conservation (Environment), Forestry, Instructional Materials, Learning Modules, \*Natural Resources, Off Farm Agricultural Occupations, Recreation, Skill Development, \*Vocational Agriculture

Each of the 31 curriculum modules in this packet for agricultural resources instruction con-

tains a brief description of the module content, a list of the major division or units, the overall objective, objectives by units, content outline and suggested teaching methods, student application activities, and evaluation procedures. A list of resource materials is also included in each module. Titles are Maintenance and Management of Forest Plantations; Management of Timber Stands; Campground Development and Management; Summer Recreational Areas—Operation and Maintenance; Winter Recreation Site Operation and Maintenance; Soil Science; Soil and Water Management; Erosion Control; Land Measurement; Advanced Surveying; Bulldozer Service and Operation; Operation of Backhoe and Loader; Construction and Maintenance of Access Roads; Operation of Sanitary Landfills; Conservation Law; Farm and Forest Game Management; Wetland Game Management; Wildlife Disease and Pest Control; Stream Management; Water and Sewage Systems; Collection of Water Samples; Analysis of Water and Wastewater Samples (I); Analysis of Water and Wastewater Samples (II); Sewage Treatment Plant Operation (I); Water Treatment Plant Operation; Atmospheric Sampling of Stacks; Fish Management; Leveling; Conservation Structures (Masonry); Conservation Structures (Carpentry); and Service and Repair of Conservation Equipment. (HD)

### ED 135 936 CE 008 148

**Modules in Agricultural Education for Leadership Development.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 75

Note—139p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agricultural Education, Instructional Materials, \*Leadership Training, Learning Modules, Skill Development, Student Organizations, \*Vocational Agriculture, Youth Leaders

Identifiers—Future Farmers of America

Each of the seven curriculum modules in this packet for leadership training of agricultural education students contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline and suggested teaching methods,

student application activities, and evaluation procedures. A list of resource materials is also included in each module. Module titles are Developing Leadership in the Individual, Group Leadership Techniques, Organizing an FFA (Future Farmers of America) Chapter, FFA Activities and Awards, Parliamentary Procedure, The FFA Organization, and the FFA Organization II. (HD)

**ED 135 937** **CE 008 151**  
**Modules in Agricultural Education for Agricultural Supplies and Services.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.  
 Pub Date Jan 75

Note—227p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Agriculture, \*Agricultural Education, \*Agricultural Supplies, Instructional Materials, Learning Modules, Off Farm Agricultural Occupations, Service Occupations, Services, Skill Development, \*Vocational Agriculture

Each of the 22 curriculum modules in this packet for instruction in agricultural supplies and services contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline, and suggested teaching methods, student application activities, and evaluation procedures. A list of resource materials is also included in each module. Module titles are Sales of Chemicals for Agricultural Use; Sale of Feeds and Feed Stuffs; Sales of Seeds and Plants; Sales of Fertilizers; Display and Advertisement for Agricultural Products; Advanced Advertising for Agriculture; Agricultural Product Salesmanship; Recordkeeping I for Agricultural Businesses; Recordkeeping II for Agricultural Businesses or Agriculture Business Bookkeeping and Accounting; Analyzing Agricultural Business Records; Securing Employment—Employee Responsibilities; Buying and Selling Agricultural Products; Farm, Home and Garden Supply Sales; Sales of Petroleum Products and Accessories; Organizational Patterns in Agricultural Businesses; Cooperatives in Agriculture; Finance and Credit in Agricultural Businesses; Insurance for Agricultural Businesses; Income Taxes in Agriculture; Legal Aspects of Agricultural Business; Personal Financial Planning; Computations in Agriculture; and Communications in Agriculture. (HD)

**ED 135 938** **CE 008 857**

**Patton, Michael Q. And Others**

**In Search of Impact: An Analysis of the Utilization of Federal Health Evaluation Research.**

Minnesota Univ., Minneapolis. Center for Social Research.; Minnesota Univ., Minneapolis. Dept. of Sociology.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 75

Note—46p.

Available from—Michael Q. Patton, Director, Center for Social Research, University of Minnesota, Minneapolis, Minnesota 55455 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Administrative Principles, Decision Making, Government Employees, Health Personnel, \*Information Needs, Information Utilization, Problem Solving, Program Development, \*Program Evaluation, Researchers, \*Research Problems, \*Research Utilization, Use Studies

Research on the utilizations of evaluations was based on a followup of 20 Federal health program evaluations to assess the degree to which the evaluations had been used and to identify the factors that affected varying degrees of utilization. Interviews were conducted with project officers or people they identified as decisionmakers who would utilize information in the evaluation reports. Two major themes emerged from the study. First, it was found that much of the evaluation literature has considerably overestimated the kind of impact evaluation research is likely to have. Second, the importance of the personal fac-

tor in evaluation research, particularly the utilization process, has been considerably underestimated. The two themes are directly linked. The impact of evaluation research is most often experienced as a reduction in the uncertainty faced by individual decisionmakers as they attempt to deal with the complexity of programing reality. It must be assimilated and fitted into a contextual whole. Energetic and interested people in government can and do use evaluation research, not for making decisions with immediate, concrete, and visible impacts, but in a more subtle, clarifying, reinforcing, and reorienting way. Evaluators, then, might do well to spend less time lamenting their lack of visible impact on major decisions and more of their time providing relevant information to those key persons whose thoughts and actions, to a substantial extent, determine the general direction in the evolutionary process of program development. It is in consciously working with such decisionmakers to answer their questions that the utilization of evaluation research can be enhanced. (TA)

**ED 135 939** **CE 009 101**

**Banathy, Bela H. And Others**

**The Effects of Learned Leadership/Membership Skills on Work Performance. Final Report.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.  
 Bureau No—V0325VZ

Pub Date 76

Note—191p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors—**\*Curriculum Development, Curriculum Research, Decision Making Skills, \*Group Dynamics, Group Membership, Instructional Materials, \*Interpersonal Competence, \*Leadership Training, Material Development, Performance Based Education, Secondary Education, \*Skill Development, Student Attitudes, \*Task Performance, Teacher Attitudes

The project examined the effects of learned leadership/membership skills on performance in task-oriented groups, developed competence-based instructional materials to teach such skills, and examined the effects of such skills on individual and group knowledge, skills, attitudes, and performance. Following a literature review, materials review, and needs assessment, discussions and questionnaires gathered information from teachers, parents, counselors, managers, employers, and students. Specific needs having been established, the curriculum design and prototype modules were developed. Eight priority areas were identified as those to be addressed in the development effort: Group communication, knowing and using resources, evaluation, conflict resolution, planning, coordinating activities, sharing leaderships, and decisionmaking. Extensive pilot testing over the following two years involved a variety of student settings—urban, suburban, rural; large schools and small; academically motivated students and underachievers; vocational, experimental, and traditional academic classes. Findings indicated that (1) administrators, teachers, and students appreciate the need for and value of instruction in the cooperative group interaction skills area, (2) the skills in this area of competence are difficult to teach, and (3) extended research and development—which would take into consideration further testing, teacher training, curriculum fusion, and curriculum design—would be of significant value. Appendixes contain the curriculum outline, operational definitions of effects to be tested in task-oriented groups, summary charts of selected evaluation items, and some reflections on and implications of the cooperative group interaction skills (CGIS) curriculum. (Author/TA)

**ED 135 940** **CE 009 162**

**Wall, James E., Ed.**

**Vocational Education for Special Groups. Sixth Yearbook.**

American Vocational Association, Washington, D.C.

Pub Date 76

Note—351p.

Available from—American Vocational Association, Inc., 1510 H Street, NW, Washington, D.C. 20005 (\$12.00)

**Document Not Available from EDRS.**

**Descriptors—**American Indians, Blacks, Career Change, \*Disadvantaged Groups, \*Educational Methods, Educational Opportunities, Educational Programs, Females, Handicapped, Individualized Instruction, Manpower Development, Middle Aged, Migrant Workers, \*Minority Groups, Older Adults, Prisoners, Program Administration, Spanish Speaking, Special Education, \*Special Programs, Special Services, Veterans, \*Vocational Education, Yearbooks, Youth

**Identifiers—**American Vocational Association  
 Issues, concepts, and strategies that impact directly on the ability of vocational education to deliver its services to special groups are the focus of this yearbook. Chapters by 24 different authors are divided into three sections. Section 1 provides an overview of special groups, how special groups evolved, their underlying structure and diversity, and how vocational education might be of benefit in solving some of their problems. Section 2 contains chapters which focus on specific special groups and their individual status in society-at-large and describe in detail certain personal characteristics that tend to categorize persons into special groups. Section 3 includes a series of chapters that give detailed attention to specific strategies that might be employed in delivering vocational education to special groups. Programs for personnel development, integration of special services with instruction, and general administrative and organizational techniques are discussed. The special groups discussed include the handicapped, women, retirees and middle-age career changers, blacks, Native Americans, Mexican-Americans, prison inmates, migrants, welfare recipients, veterans, and youth. (TA)

**ED 135 941** **CE 009 326**

**Modules in Agricultural Education for Agricultural Mechanics.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.  
 Pub Date Jun 74

Note—505p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

**EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Agricultural Education, \*Agricultural Engineering, Agricultural Machinery Occupations, Farm Mechanics (Occupation), Instructional Materials, Learning Modules, Skill Development, \*Vocational Agriculture

Each of the 38 curriculum modules in this packet for agricultural mechanics instruction contains a brief description of the module content, a list of the major divisions or units, the overall objectives, objectives by unit, content outline and suggested teaching methods, student application activities, and evaluation procedures. A listing of resource materials is also included in each module. Module titles are Fundamentals of Ag Engines; Small Engine Overall; Small Gas Engine Service; Lawn and Garden Tractors; Tractor Service; Tractor Engine Tune-Up; Tractor Engine Top Overhaul; Tractor Fuel Systems (Non-Diesel); Tractor Engine Ignition System; Tractor Engine Fuel System (Diesel); Tractor Engine Overhaul—Disassembly; Tractor Engine Overhaul—Reassembly; Agricultural Power Trains; Farm Machinery Operation, Maintenance, and Field Repairs; Setting Up Agricultural Machinery; Agricultural Equipment Repairs; Ag Hydraulic Systems; Tillage Equipment; Planting, Spraying and Fertilizing Equipment; Hay and Forage Equipment; Grain Harvesting Equipment; Agricultural Equipment Accessories; Materials Handling Equipment; Lawn and Garden Equipment; Light Earthmoving Equipment Repair and Maintenance; Milking Equipment; Farm Tractor and Vehicle Operation; Tractor Starting and Charging Systems; Planning Agricultural Structures and Service Facilities; Construction and Improvement of Agricultural Structures; Shop Management and Equipment Utilization; Basic Agricultural Welding; Advanced Agricultural Welding; Agricultural Machinery Painting; Planning, Layout, and Fabrication of Custom Equipment; Electrical Fundamentals for Agricul-



ture; Using Electricity in Agriculture; Managing Dealership Parts Department; and Managing an Agricultural Machinery Service Department. (HD)

**ED 135 942** CE 009 327  
Ornamental Horticulture.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date Jun 74

Note—372p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agribusiness, \*Agricultural Education, Horticulture, Instructional Materials, Learning Modules, Nurseries (Horticulture), Off Farm Agricultural Occupations, \*Ornamental Horticulture, Ornamental Horticulture Occupations, Skill Development, \*Vocational Agriculture

Each of the 32 curriculum modules in this packet for ornamental horticulture instruction contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline and suggested teaching methods, student application activities, and evaluation procedures. A listing of resource materials is also included for each module. Module titles are Climbing, Limbing, and Felling; Pruning Ornamentals; Floral Design and Construction; Funeral Spray and Wreath Construction; Funeral Designs; Simple Wedding Designs; Producing Christmas Decorations; Retail Flower Shop Operation and Management; Introduction to Growing Greenhouse Crops; Growing Bedding Plants; Growing Specialized Greenhouse Holiday Crops; Ornamental Horticulture—Landscape Design; Landscape Construction Features; Indoor Landscaping; Identifying and Using Indoor Foliage Plants; Implementing Landscape Plantings; Maintaining Woody Shrubs in the Landscape; Identification and Landscape Use of Herbaceous Plants; Growing Nursery Plants; Asexual Plant Propagation; Plant Propagation From Seed; Growing and Caring for Turf Grass; Lawn Construction; Greenskeeping; Controlling Insects, Diseases and Fertilization; Preparing and Maintaining Ornamental Horticulture Soils; Using Woody Plants in Ornamental Horticulture; Developing an Ornamental Business Location and Layout; Preparing Nursery Stock for Sale; Operation and Maintenance of Horticultural Equipment; Scheduling Greenhouse Crop Production; and Preparing Flowers for Sale. (HD)

**ED 135 943** CE 009 328  
Modules in Agricultural Education for Agricultural Production.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date Jun 74

Note—839p.; For related documents see CE 007 550, CE 008 147-148, CE 008 151, CE 009 326-328, ED 105 080 (Modular Design Approach for Agricultural Education), and ED 105 296 (Module Directory for Agricultural Education); Not available in hard copy due to print quality of original

**EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agribusiness, \*Agricultural Education, \*Agricultural Production, Agricultural Skills, Animal Science, Instructional Materials, Learning Modules, Plant Science, Skill Development, \*Vocational Agriculture

Each of the 61 modules in this packet contains a brief description of the module contents, a list of the major division of units, the overall objectives, objectives by units, content outline, and suggested teaching method, student application activities, and evaluation procedures. A list of resource materials is also included for each. Some of the module titles are Producing Quality Milk; Dairy Cattle Breeding; Dairy Health and Disease; Beef Production; Handling the Foal; Harness Training of Horses; Swine Production; Sheep Production; Poultry Production; Selecting and Handling Dogs and Cats; Care of Birds; Care

and Maintenance of Tropical Fish; Care and Handling of Reptiles and Amphibians; Care and Handling of Small Animals; Handling of Primates; Internal and External Parasites of Animals; Sterilization, Disinfection and Sterile Packs; Repair of Equipment; Care and Growing of Insects; Planning a Breeding Program (Livestock); Planning the Cropping Program; and Harvesting the Crop. (HD)

**ED 135 944** CE 009 348

Developments in Adult Education Structures. Five National Studies.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Bureau No—CCC-EES-76-28-E

Pub Date 20 Sep 76

Note—119p.; Several pages may not reproduce well due to faint type

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Adult Education Programs, Adult Vocational Education, \*Continuous Learning, \*Delivery Systems, Federal Legislation, Foreign Countries, \*Government Role, Job Enrichment, Labor Education, Labor Unions, \*National Programs, Off the Job Training, Open Education, Program Descriptions, Released Time, Student Participation

Identifiers—Europe, France, Italy, Netherlands, Norway, West Germany

Five separate national studies describe and analyze government involvement in various continuing education delivery systems in five European countries: Germany, France, Italy, the Netherlands, and Norway. The German study traces the historical background of further education in the Federal Republic of Germany, the provisions of the 1974 North Rhine-Westphalia further education law, and the planning procedure for a unit/credit system. In the second paper France's Continuous Vocational Training Act of 1971 is described briefly and an assessment is made of its effects after four years in operation. Focus is on the provision for individual educational leave from work, the involvement of trade union organizations and management, and new trends in State intervention. "Initial Results of Agreements on Paid Educational Leave in Italy" is the title of the Italian study, which reviews several experimental programs resulting from agreements on paid educational leave for certain categories of workers. Agreements and demands of the unions and response from public authorities are both analyzed. The fourth study traces historical development of adult education within the context of Dutch society and considers the government sponsored endeavor to create an "open school" system. "Self-Management of Adult Learning in Norway" describes some Norwegian experiments based on different degrees of participants' influence and discusses how self-management of learning is integrated into the Government bill on adult education (1976). Focus is on the relationship between the bill and the work for democracy in industry. (JT)

**ED 135 945** CE 009 368

Advertising Services Module. A Second-Level Option for Distribution and Marketing.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 76

Note—48p.; For related documents see ED 086 899 and ED 110 597

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Distributive Education, Instructional Materials, \*Learning Activities, Learning Modules, \*Marketing, \*Publicize, Secondary Education, Skill Development, \*Unit Plan

Identifiers—\*Advertising  
Developed as a second level option to follow an introductory course in marketing and distribution, or as an advanced course in continuing education, this guide outlines principles and practices needed by persons who wish to enter the field of advertising services or for individuals who desire to upgrade their skills in this area. The content, built on a base of elementary understandings, is designed to permit the student to apply his or her knowledge and skills at each step of the educational process. The introductory section covers employment demands, instructional administrative considerations, facilities, student attributes, course format, teaching suggestions, and expected

outcomes. The five units are titled Advertising—An Overview, Factors Influencing Creation of Advertisements, Advertising Media, The Campaign, and Advertising Layout and Copy. Each unit contains performance objectives and a content outline with corresponding suggested activities. A list of resources is also included. (HD)

**ED 135 946** CE 009 455

Dudley, Gordon A. Tiedeman, David V.

Career Development: Exploration and Commitment.

Pub Date Jan 77

Note—416p.

Available from—Accelerated Development Inc., Publication Division, P.O. Box 667, Muncie, Indiana 47305 (\$10.95, plus postage)

**Document Not Available from EDRS.**

Descriptors—\*Behavioral Science Research, Career Choice, Career Education, Career Exploration, Counseling Theories, Counselor Role, \*Decision Making, Educational Psychology, Educational Research, Educational Strategies, \*Educational Theories, Guidance Services, Models, \*Occupational Guidance, Psychological Characteristics, Psychology, Secondary Education, Technical Education, Trend Analysis, \*Vocational Development, \*Vocational Education

Identifiers—Harvard Studies of Career Development

The Harvard Studies in Career Development (1949-1971) are reviewed in this volume to provide students and professionals with a comprehensive survey and analysis of these studies and to provide a primary source document for theory and research in the field of career development. The volume is organized in four major sections, preceded by an overview chapter on occupational behavior and the psychology of career development. Section 1 documents the theoretical context generated by the Harvard Studies, focusing on decisionmaking processes, self-concept, and theory of purposeful behavior. Section 2 is devoted to a critical review and elaboration of the theoretical context presented in Section 1. Section 3 discusses new directions in theory and research, including imagination and ego synthesis, research strategies, the organization and intention of a proposed data and educational system for vocational decisionmaking. Section 4 addresses implications for education, guidance, and counseling psychology. Appendixes contain name and subject indexes, a bibliography, and information under the following headings: The Operational Specification of Ideal Purposeful Action, Detailed Scoring of Malfunctions in Purposeful Action in Relation to Justification of Vocational Choice, Understanding Needed for Prevention of Claim that System Determines Lives, Preliminary Specifications for Data and Routines, and Procedures for Implementing the Making of Vocational Decisions. (TA)

**ED 135 947** CE 009 534

Soil Classification and Treatment.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Agricultural Education Section.

Pub Date 76

Note—75p.; Several pages include photographs which may not reproduce well

Available from—Vocational Education Media Center, Room 10, Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agricultural Education, \*Land Use, Natural Resources, Secondary Education, \*Soil Conservation, \*Soil Science, Vocational Agriculture

This instructional unit was designed to enable students, primarily at the secondary level, to (1) classify soils according to current capability classifications of the Soil Conservation Service, (2) select treatments needed for a given soil class according to current recommendations provided by the Soil Conservation Service, and (3) interpret a typical land capability map provided by the Soil Conservation Service. Five major sections are included: Factors to Consider in Classifying Soils (texture, subsoil permeability, depth of surface soil and subsoil, slope, erosion, drainage); Land Capability Classes (class I, E soil classes, W soil

classes, 5 soil classes, soil classification charts); Lane Use and Treatment; Soil and Water Conservation; and Soil and Water Conservation Plan. A soil texture chart and a glossary of terms (used in classifying soil and in determining recommended land use treatments) are appended. (HD)

**ED 135 948** CE 009 541  
Agricultural Sales and Services. A Curriculum Guide. Preliminary Draft.

Clemson Univ., S.C. Vocational Education Media Center; South Carolina State Dept. of Education, Columbia. Agricultural Education Section. Pub Date 75  
Note—268p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$5.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agricultural Supplies, \*Agricultural Supply Occupations, Behavioral Objectives, Curriculum Guides, Equipment, Feed Stores, Fertilizers, \*Learning Activities, Off Farm Agricultural Occupations, Pesticides, Petroleum Industry, \*Sales Occupations, Secondary Education, \*Service Occupations, Vocational Education

This guide outlines what should be taught to provide training for high school students in agricultural sales and services, and to some degree how and with what resources. The general framework of this 1-year course outline is presented as a problem-solving approach wherein objectives spell out the expected outcomes. After an introductory section on use of the guide, 10 units of instruction—four supportive and six functional—are presented. The supportive units are Orientation to Agricultural Sales and Services, Basic Selling, Farm Supply Store Management, and Business Procedures. The functional units are Feed Sales and Services, Seed Sales and Services, Fertilizer Sales and Services, Pesticide Sales and Services, Petroleum Products Sales and Services, and Hardware Sales and Services. Each unit contains objectives, learning activities, topics, and resources. A bibliography, a list of recommended materials for equipment, and the names and addresses of professional or technical organizations are appended. (HD)

**ED 135 949** CE 009 542  
Ornamental Horticulture. A Curriculum Guide. Preliminary Draft.

Clemson Univ., S.C. Vocational Education Media Center; South Carolina State Dept. of Education, Columbia. Agricultural Education Section. Pub Date 75  
Note—713p.

Available from—Vocational Education Media Center, Clemson University, 10 Tillman Hall, Clemson, South Carolina 29631 (\$5.00)

**EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agricultural Education, Career Exploration, Career Opportunities, Curriculum Guides, Instructional Materials, Occupational Information, \*Ornamental Horticulture, \*Ornamental Horticulture Occupations, Secondary Education, Skill Development, Teaching Guides, \*Units of Study, Vocational Education  
Developed as part of a larger project to revise the total agricultural education curriculum in South Carolina, this curriculum guide for a 2-year ornamental horticulture course contains six functional units, each with several sub-units, and six horizontal supportive units. Each unit includes behavioral objectives, learning activities, topic outline of content, and list of resources. The six supportive units are Orientation; Horticultural Mechanics (General Shop, Construction and Maintenance Skills, Using A Transit, Machinery Operation and Maintenance, Small Gasoline Engines, Machinery and Equipment Maintenance, and Engine Trouble Shooting and Repair); Basic Plant Science; Basic Soils; Basic Pest Control; and Identifying Ornamental Plants. The six functional units and their subunits are Nursery Production (Exploring Career Opportunities); Greenhouse Crop Productions (Growing a Fall Crop, Growing a Winter Crop, Growing a Spring Crop, and Exploring Career opportunities); Turfgrass Establishment and Maintenance (Turfgrass Establishment, Turfgrass Maintenance, and Exploring Career Opportunities); Landscape Design (Exploring Career Opportunities); Landscape Establishment and Maintenance (Exploring

Career Opportunities); and Flower Shop and Garden Center Operation and Management (Retail Flower Shop and Operation and Management, Garden Center Operation and Management, Basic Sales, and Exploring Career Opportunities). An equipment list, a selected list of professional and technical societies and organizations concerned with ornamental horticulture and its applications, and a bibliography are appended. (HD)

**ED 135 950** CE 009 549  
Cooperative Office Education Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date 76  
Note—119p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$6.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Standards, Administrator Guides, Behavioral Objectives, \*Cooperative Education, \*Cooperative Programs, Coordination, Instructor Coordinators, \*Office Occupations Education, Program Coordination, \*Program Planning, Secondary Education, Teacher Responsibility, \*Teacher Role, Units of Study

This manual, intended for inexperienced and experienced coordinators, school administrators, and guidance personnel, is designed to provide practical suggestions for initiating, developing, operating, coordinating, improving, and evaluating cooperative office education programs. Major content is presented primarily in outline form under the following headings: Philosophy of Cooperative Office Education; Definitions, Requirements, and Standards for Cooperative Office Education I and II; General Objectives and Benefits of a Cooperative Office Education Program; Establishing a Cooperative Office Education Program (Interest of School Personnel, Steps in Establishing a Cooperative Office Education Program, The Teacher-Coordinator, Recruitment of Students, Facilities and Equipment); Coordination Activities (Advisory Committee, Public Relations, Training Stations, Training Agreement and Training Plan, Selecting Co-Op II Students, Evaluating the Program, Preparing and Maintaining Records); Federal and State Laws; Areas of Accountability for Teacher-Coordinator; Behavioral Objectives and Suggested Units of Study for Co-Op I (Office Orientation, Personal Development, Getting the Job You Want, Basic Skills, Business Letters, Mailing and Shipping, Records Management and Filing, Receptionist Training, Telephone and Telegraph Services, Copying and Duplicating Machines, Office Machines); Behavioral Objectives and Suggested Units of Study for Co-Op II (Secretarial Procedures, Specialized Typewriting, Machine Transcription, Financial Records); and Supplemental Units (Civil Service Office, Insurance Office, Introduction to Data Processing, Legal Secretary, Medical Secretary, Office Management, Personal Money Management, Real Estate Office, Business Terminology). A list of resource materials and 15 forms for use in establishing a cooperative office education program are included. (HD)

**ED 135 951** CE 009 663  
Lecht, Leonard A.

Priorities for Planning in Vocational Education: Alternatives for the 1970s.

National Planning Association, Washington, D.C. Report No.—NPA-144; VT-103-594  
Pub Date 75  
Note—48p.

Available from—National Planning Association, 1606 New Hampshire Avenue, N.W., Washington, D.C. 20009 (Report No. 144, \$3.00)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, \*Educational Planning, \*Educational Policy, Enrollment, Federal Aid, Federal Legislation, Grants, Handicapped Students, Labor Market, \*Policy Formation, Program Costs, Program Evaluation, Public Policy, Revenue Sharing, Rural Urban Differences, Socioeconomic Influences, State Aid, \*Trend Analysis, \*Vocational Education Identifiers—United States

Written before the congressional deliberations which resulted in changes in the Vocational Education Act, this report makes the recommendations for national priorities of vocational education legislation. The report is in two general sections: (1) A National Planning Association (NPA) joint statement entitled "Strengthening Vocational Education in America" and (2) the basic report in six chapters and five statistical tables. The joint statement contains footnoted explanatory or contradictory comments by individual committee members. Chapter 1 provides an overview of current developments in vocational education and briefly discusses alternative issues. A discussion of enrollment changes, program changes, and the need to reach handicapped and disadvantaged students is contained in chapter 2. Economic and educational performance indicators in relation to vocational education programs are discussed in chapter 3. Chapter 4 considers the labor market changes and discusses rural urban differences. Chapter 5 deals with dollar spending as an indicator of priorities, and chapter 6 discusses the grants system tied to specific legislative objectives. (HD)

**ED 135 952** 08 CE 009 736  
Cooper, Gloria S., Ed. Magalos, Joel H., Ed.

Metrics for Agricultural Mechanics. Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76  
Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Agriculture, \*Agricultural Engineering, \*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of agricultural mechanics students, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 953** 08 CE 009 737  
Cooper, Gloria S., Ed. Magalos, Joel H., Ed.

Metrics for Agricultural Supplies & Services, Agricultural Production. Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—63p.; For related documents see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agriculture, \*Agricultural Production, \*Agricultural Supply Occupations, \*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of students interested in agricultural supplies and services, and agricultural production, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 954 08 CE 009 738

Cooper, Gloria S., Ed. Magisox, Joel H., Ed.

Metrics for Forestry.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agriculture, \*Curriculum, \*Forestry, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of forestry students, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the

exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 955 08 CE 009 739

Cooper, Gloria S., Ed. Magisox, Joel H., Ed.

Metrics for Horticulture.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agriculture, \*Curriculum, \*Horticulture, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Natural Resources, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of horticulture students, this instructional package is one of four for the agribusiness and natural resources occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 956 08 CE 009 745

Cooper, Gloria S., Ed. Magisox, Joel H., Ed.

Metrics for General Office Clerks, Clerk-Typists, Typists.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—68p.; For related documents see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Business Education, \*Clerical Occupations, \*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Office Occupations Education, Secondary Education, Teaching Techniques, \*Typists, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of students interested in becoming clerks, clerk-typists, and typists, this instructional package is one of three for the business and office occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

ED 135 957 08 CE 009 746

Cooper, Gloria S., Ed. Magisox, Joel H., Ed.

Metrics for Key Punch Operators.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—60p.; For related documents see CE 009 736-790

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Business Education, \*Curriculum, \*Data Processing, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Office Occupations Education, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education Identifiers—\*Key Punch Operators

Designed to meet the job-related metric measurement needs of key punch operator students, this instructional package is one of three for the business and office occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-



based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 958** 08 CE 009 747

Cooper, Gloria S., Ed. Magias, Joel H., Ed.  
Metrics for Secretarial, Stenography.  
Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—68p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Business Education, Clerical Occupations, \*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Office Occupations Education, Secondary Education, Secretaries, \*Stenography, Teaching Techniques, Typewriting, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of secretarial, stenography students, this instructional package is one of three for the business and office occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 959** 08 CE 009 748

Cooper, Gloria S., Ed. Magias, Joel H., Ed.  
Metrics for Architectural, Civil, Mechanical Drafting.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Architectural Drafting, \*Architecture, \*Civil Engineering, Communications, \*Curriculum, Engineering Drawing, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, \*Metric System, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of architectural, civil, mechanical drafting students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 960** 08 CE 009 749

Cooper, Gloria S., Ed. Magias, Joel H., Ed.  
Metrics for Bindery Operation.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Communications, \*Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, \*Metric System, Publishing Industry, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Identifiers—\*Book Binding  
Designed to meet the job-related metric measurement needs of bindery operations students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in

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**ED 135 961** 08 CE 009 750

Cooper, Gloria S., Ed. Magias, Joel H., Ed.  
Metrics for Commercial Photography.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Communications, \*Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, \*Metric System, \*Photography, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of commercial photography students, this instructional package is one of six for the communications media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in

converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 962** 08 CE 009 751  
Cooper, Gloria S., Ed. Magisos, Joel H., Ed.  
Metrics for Copy Preparation, Layout and Design,  
Type Composition.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76  
Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Communications, \*Curriculum, Instructional Materials, \*Layout (Publications), Learning Activities, Mass Media, Measurement Instruments, \*Metric System, News Media, \*Printing, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of students interested in copy preparation, layout and design, and type composition, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 963** 08 CE 009 752

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.  
Metrics for Litho Photography, Offset Stripping,  
Offset Platemaking.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76  
Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Communications, \*Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, \*Metric System, News Media, Photography, \*Printing, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of students interested in litho photography, offset stripping, and offset platemaking, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

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**ED 135 964** 08 CE 009 753

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.  
Metrics for Offset Printing Press Operation.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76  
Contract—OEC-0-74-9335

Note—59p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—Communications, \*Curriculum, Instructional Materials, Learning Activities, Mass Media, Measurement Instruments, \*Metric System, News Media, \*Printing, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of offset printing press operation students, this instructional package is one of six for the communication media occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

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**ED 135 965** 08 CE 009 754

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.  
Metrics for Air Conditioning & Refrigeration,  
Heating, Ventilating.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76  
Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Air Conditioning, Climate Control, Construction Industry, \*Curriculum, \*Heating, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, \*Refrigeration, Secondary Education, Teaching Techniques, Units of Study, \*Ventilation, Vocational Education

Designed to meet the job-related metric measurement needs of the air conditioning and refrigeration, heating and ventilating student, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 966** 08 CE 009 755

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.  
Metrics for Commercial, Industrial, Residential  
Electricity.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76  
Contract—OEC-0-74-9335

Note—69p.; For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
Descriptors—\*Construction (Process), \*Curriculum, Electrical Occupations, \*Electricity, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of students interested in commercial electricity, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

cial, industrial, and residential electricity, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 967** 08 CE 009 756

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

**Metrics for Plumbing, Pipefitting.**

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—62p., For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Construction (Process), \*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, \*Plumbing, Secondary Education, Teaching Techniques, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of plumbing and pipefitting students, this instructional package is one of three for the construction occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives

experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 968** 08 CE 009 768

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

**Metrics for Food Services.**

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—61p., For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Curriculum, \*Food Service, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Recreation, Secondary Education, Teaching Techniques, \*Vocational Education

Designed to meet the job-related metric measurement needs of food services students, this instructional package is one of three for the hospitality and recreation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 969** 08 CE 009 769

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

**Metrics for Hotel and Lodging.**

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p., For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Curriculum, Housing, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, Recreation, Secondary Education, Teaching Techniques, \*Tourism, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of students interested in hotel and lodging, this instructional package is one of

three for the hospitality and recreation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 970** 08 CE 009 770

Cooper, Gloria S., Ed. Magisos, Joel H., Ed.

**Metrics for Recreation & Tourism.**

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9335

Note—59p., For related documents see CE 009 736-790

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Curriculum, Instructional Materials, Learning Activities, Measurement Instruments, \*Metric System, \*Recreation, Secondary Education, Teaching Techniques, \*Tourism, Units of Study, \*Vocational Education

Designed to meet the job-related metric measurement needs of recreation and tourism students, this instructional package is one of three for the hospitality and recreation occupations cluster, part of a set of 55 packages for metric instruction in different occupations. The package is intended for students who already know the occupational terminology, measurement terms, and tools currently in use. Each of the five units in this instructional package contains performance objectives, learning activities, and supporting information in the form of text, exercises, and tables. In addition, suggested teaching techniques are included. At the back of the package are objective-based evaluation items, a page of answers to the exercises and tests, a list of metric materials needed for the activities, references, and a list of suppliers. The material is designed to accommodate a variety of individual teaching and learning styles, e.g., independent study, small group, or whole-class activity. Exercises are intended to facilitate experiences with measurement instruments, tools, and devices used in this occupation and job-related tasks of estimating and measuring. Unit 1, a general introduction to the metric system of measurement, provides informal, hands-on experiences for the students. This unit enables students to become familiar with the basic metric units, their symbols, and measurement instruments; and to develop a set of mental references for metric values. The metric system of notation also is explained. Unit 2 provides the metric terms which are used in this occupation and gives experience with occupational measurement tasks. Unit 3 focuses on job-related metric equivalents



and their relationships. Unit 4 provides experience with recognizing and using metric instruments and tools in occupational measurement tasks. It also provides experience in comparing metric and customary measurement instruments. Unit 5 is designed to give students practice in converting customary and metric measurements, a skill considered useful during the transition to metric in each occupation. (HD)

**ED 135 971** CE 009 792  
**Occupational Outlook for College Graduates, 1976-77 Edition.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 77

Note—271p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-01407-4, Catalog No. L2.3:1878, \$3.30)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—\*Career Opportunities, \*College Graduates, \*Employment Projections, \*Employment Qualifications, Employment Trends, \*Occupational Information

Identifiers—United States

This handbook is a guide to career opportunities in a broad range of occupations for which a college degree is, or is becoming, the usual background for employment. It contains a brief summary of expected changes in the economy, in addition to an analysis of the overall supply and demand situation for college graduates through the mid-1980's. Each of the 26 occupational statements presents information on the nature of the work, places of employment, education and training required, employment outlook, earnings, and working conditions. The 26 occupations are grouped under 10 headings: Office occupations, service occupations, education and related occupations, sales occupations, occupations in transportation activities, scientific and technical occupations, health occupations, social scientists, social service occupations, and occupations related to art, design, and communications. This volume is intended to be an aid to career planning for students attending or expecting to attend college, as well as their counselors, teachers, and parents. (WL)

**ED 135 972** CE 009 795

**Consumer Education Resources.**

Eastern Michigan Univ., Ypsilanti. Consumer Education Center.

Pub Date Oct 76

Note—85p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Adult Education, Annotated Bibliographies, \*Bibliographies, \*Consumer Education, Elementary Secondary Education, Higher Education, Instructional Materials, Instructional Media, Resource Materials

Listings of guides, newsletters, magazines, textbooks, multimedia kits, filmstrips, cassettes, and films are included in this collection of consumer education materials intended to provide teaching-learning resources for preview and evaluation. All entries are grouped according to the type of medium, with each entry including a title, ordering address, and price (where applicable). Entries for filmstrip kits also describe the kinds of materials included in each kit. The 16mm film entries include an annotation, grade level, and length of the film; video cassette entries are also annotated and note the length of the cassette. Textbook entries cover the elementary, secondary, postsecondary, higher education, and adult education levels. (SH)

**ED 135 973** CE 009 798

**DaVanzo, Julie**

**Why Families Move: A Model of the Geographic Mobility of Married Couples.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—R-1972-DOL

Pub Date Sep 76

Grant—DL-21-06-73-50

Note—122p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Data Analysis, Employment Opportunities, Family (Sociological Unit), \*Family Influence, Human Capital, \*Human Resources, Hypothesis Testing, \*Mathematical Models, \*Migration, \*Policy Formation, \*Population Distribution, Research

Identifiers—\*Married Couples

Since existing migration studies, according to the author, offer policymakers little clear guidance on how national or regional human resource development policies might affect population redistribution, this report attempts to bridge the gap between previous research and the concerns of policymakers. A model based on the human capital approach adapted to the family context is tested using longitudinal data on households (from the University of Michigan's Panel Study of Income Dynamics). (The sample is restricted to married couples so that family interactions—the effects of both spouses' characteristics and opportunities on the family migration decisions—overlooked in most migration studies but having important implications for policy, can be fully analyzed.) Five sections are included. Section I gives background information on migration studies and brief information on the model tested in this report. Section II contains the underlying conceptual framework and some general hypotheses derived from it. Section III previews the empirical analysis with a discussion of the data, sample, estimation techniques, and definitions of variables. In section IV, specific hypotheses explaining whether or not a family migrates are proposed and tested. The choice of destination analysis is presented in Section V. Section VI includes a summary of the main findings, a discussion of the policy implications of the research, and suggestions for further research. (SH)

**ED 135 974** CE 009 804

**Report on Veterans' Responses to VA Educational Assistance Programs. A Report of the General Accounting Office Submitted to the Committee on Veterans' Affairs United States Senate. 94th Congress, 2nd Session. Senate Committee Print No. 50.**

Congress of the U.S., Washington, D.C. Senate Committee on Veterans' Affairs.

Pub Date 11 Aug 76

Note—41p.; Not available in hard copy due to small print in document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Comparative Analysis, \*Dropouts, Federal Legislation, \*Graduates, Higher Education, \*Individual Development, Job Training, \*Program Effectiveness, Questionnaires, Secondary Education, \*Veterans, \*Veterans Education, Vocational Education, Wages

From a sample of 15,000 veterans, 6,141 responded to a series of questionnaires developed to gather information to assess the effectiveness of the veterans' education program (authorized by the Veterans' Readjustment Benefits Act of 1966). Responses indicated that generally, a veteran entered training for one of three reasons—to earn a degree, certificate, license, etc., to learn a new skill to obtain a better job, or to improve skills related to his/her current job. While percentages differ significantly depending on the type of training taken, overall, about 40% of the respondents having terminated their GI bill training said they did not achieve their primary training objective. Veterans who took apprentice, other on the job, and graduate level college training said they achieved their objective most often. Correspondence, vocational/technical, and high school trainees indicated that they achieved their objective least often. While the strength of the relationship varied depending on the type of training, statistical techniques used to analyze veterans' responses indicated for all types of training that there was a definite relationship between the veteran's status as a completer or noncompleter and whether he/she achieved his/her primary goal. Other results are presented for the areas of employment after training, earnings after training, usefulness of training, counseling, and tutorial assistance. The appendix contains an example of one of the questionnaires used in the study. (SH)

**ED 135 975** CE 009 808

**Snyder, Jane**

**Bibliography on Life/Career Planning.** Appalachian State Univ., Boone, N.C. Center for Instructional Development.

Pub Date 76

Note—229p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Career Change, \*Career Choice, \*Career Planning, Educational Objectives, Environmental In-

fluences, \*Goal Orientation, Higher Education, Job Search Methods, Life Style, \*Occupational Choice, Occupational Information, Occupational Mobility, \*Vocational Development

Developed for use in a university life/career planning course, this bibliography applies the principles of business management to personal and occupational planning and career development. The first part of the document contains the model for life/career planning which includes student activities in decisionmaking, personal and environmental analyses, self-management, and stating objectives. The annotated bibliography covers the following areas: What life/career planning is all about; self-knowledge as planning base for objectives; interest, values and beliefs as guidelines for decisionmaking; environment; exploring the world of work for a career; self-concept and life purpose; objective setting and strategic action plans (for personal growth, career development, social responsibility, entry into the job market, achieving a self-management capability, positive attitudes and motivations, and developing creative capabilities); behavior control; job promotion; and making mid-career job changes. The third section contains sources of information on occupations and career fields. Author and subject indexes are included. (TA)

**ED 135 976** CE 009 814

**Van Cleve, Roy R.**

**An Analysis of Selected Start-Up Industry Training Programs as Vehicles for Human Resources Development.**

Texas Univ., Austin. Center for the Study of Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Dec 76

Grant—DOL-21-48-74-01

Note—152p.; Some tables may be marginally legible

Available from—National Technical Information Service, Springfield, Va., 22151

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Demography, Economic Research, \*Geographic Location, Human Resources, \*Industrialization, \*Industry, \*Manpower Development, Program Effectiveness, Rural Areas, \*Socioeconomic Influences, State Programs, Technical Education, Technical Occupations, \*Trade and Industrial Education, Unemployed Identifiers—Alabama, North Carolina, South Carolina, Startup Industry Training Programs, Virginia

The "start-up" industry training concept has received considerable attention as a way to better match workers and jobs, to "leapfrog" the industrial development process by attracting higher-wage industry to an area through upgrading local work forces, and to make it possible to increase the wages of low-income workers. A study examined in detail the programs of South Carolina, North Carolina, Virginia and Alabama and their effect on industrial relocation trends and the leapfrogging of the unemployed and underemployed into the labor force. Comparative analyses were made of the accomplishments, operational and support organizations, costs, and the start-up processes of all four States. The results of the regression analysis and cluster analysis did not support the hypothesis that training programs had influenced industrial location. They constantly showed that counties which, pre-program wise, had favorable employment, high education, population, and industrialization, continued to have them, while those that did not continued to do without. (Author/HD)

**ED 135 977** CE 009 831

**Training by Correspondence under the GI Bill (An In-Depth Analysis). A Study Submitted by the Veterans' Administration to the Committee on Veterans' Affairs United States Senate. 94th Congress, 2nd Session. Senate Committee Print No. 49.**

Veterans Administration, Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Veterans' Affairs.

Pub Date 10 Aug 76

Note—53p.; Not available in hard copy due to marginal reproducibility of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Accreditation (Institutions), Comparative Analysis, Correspondence Schools, \*Correspondence Study, \*Cost Effectiveness, \*Graduates, Higher Education, \*Military Personnel, Post Secondary Education, Research, Technical Education, Trainees, \*Veterans, Veterans Education, Vocational Education

The analysis of correspondence training by service personnel and veterans was based upon and prepared from the file of veterans and service personnel who trained in correspondence schools under chapter 34 (GI bill) during June 1966 through December 1974. The overall results showed that (1) during this period, a total of 5.3 million persons had enrolled in training under the current GI bill, and of this total, 1.1 million had taken their most recent training by correspondence, and (2) a greater proportion of service personnel who trained have been correspondence trainees; however, because veterans make up the greater part of total trainees, the bulk of correspondence trainees (79%) are veterans. Other findings are presented under the following headings: Completion Rates, Average Cost, and Most Frequently Used Courses; Factors Influencing Correspondence Training; Costs and Benefits of Correspondence Training; Completion Rate Perspective; Comparison of the Status of Veteran Correspondence Trainees in November 1974 and April 1973; Completion Rate and Cost Effectiveness by Course of Training; Number of Trainees, Completion Percentages, and Cost Effectiveness by Course by School; and Correspondence Schools. Twenty-five tables supplement the study. (WL)

**ED 135 978** CE 009 847  
Summary of Veterans' Legislation Reported, 94th Congress.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date 77  
Note—39p.; Not available in hard copy due to small print in original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Federal Legislation, Income, \*Laws, Medical Services, Physically Handicapped, \*Veterans, Veterans Education  
**Identifiers**—United States

During the 94th Congress, 719 bills and resolutions were referred to the Committee on Veterans' Affairs. Testimony was taken in 58 open hearing sessions. There were 30 markup sessions and 23 bills reported to the House. Of this number, 15 were enacted and 9 were pending in the Senate committee at adjournment. Of the 15 laws enacted, two were Senate bills. Most of this summary is devoted to brief description of the provisions of each of the 15 laws enacted and of each of the nine pending in the Senate committee. Also included are data tables showing additional cost to be incurred as a result of legislation enacted as well as expenditures to date from appropriated funds (including annual breakdown from 1965 through 1976). (WL)

**ED 135 979** CE 009 849  
English and Federal Government. Federal Textbook on Citizenship—Home Study Course. Revised.

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Pub Date 71  
Note—160p.; Two reproductions of Norman Rockwell's paintings, "Freedom of Speech" and "Freedom of Worship" (on pages 103-104) are copyrighted and therefore not available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2702-0106, \$2.45)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**  
**Descriptors**—\*Citizenship, Civics, \*English (Second Language), Home Instruction, \*Home Study, \*Reading Skills, \*Skill Development, Textbooks, \*Writing Skills

This home study material, developed for use by candidates for naturalization who speak English but who have little or no skill in reading, is designed so that the individual unable to attend classes may learn to read and write by having a limited amount of help provided by some member of his family or neighbor. (A companion pamphlet, ED 054 913, "English and Federal Government—For the Helper (Section 2)", is

designed to assist the person who is to help the student.) Twenty-nine lessons are included, made up of completion and word matching exercises and other various learning activities. The lessons are titled The Right to Govern, The First Government, The Convention of 1787, A More Perfect Union, Our Representative Democracy, The Congress Represents Us, The House of Representatives, The Senate, Rules and Committees, Powers of the Congress, The Congress Makes Laws, We Choose Our President, We Elect Our President, Powers and Duties of the President, The Cabinet, Other Services of Our Government, The President and Our Neighbors, Four Great Freedoms, Our Rights and Powers, Equal Rights, Equal Justice under Law, The Federal Courts at Work, The Supreme Court, The Constitution Must Grow, We Can Amend the Constitution, Amendments Meet Needs, The Meaning of the Constitution, Men—Machines—the Constitution, and Customs and Duties. Answers to lesson questions and key words used in the lessons are appended. (WL)

**ED 135 980** CE 009 855  
Blanc, Doreen V.

**Training Manual: Job and Social Skills. Vocational Strategies for Special Needs Students.**  
Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Bureau No—H-8376

Pub Date 76

Note—105p.; For related documents see CE 009 855-859

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Bilingual Education, Communication Skills, \*Daily Living Skills, \*Handicapped Students, Job Placement, \*Job Skills, \*Learning Activities, Regular Class Placement, Resource Materials, School Industry Relationship, School Shops, Senior High Schools, Shop Curriculum, \*Skill Development, Spanish Speaking, Teaching Guides, Trade and Industrial Education, Transportation, \*Vocational Education

**Identifiers**—Massachusetts, Massachusetts (Boston)

Curriculum materials presented in this Spanish-English guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular high schools. Material is sequentially arranged, emphasizing those skills which a student needs to know initially, and those which become critical as the time of actual employment nears. The first unit, "Your Name and Some Important Things You Should Know," concerns basic knowledge and can be used as early as the first year in high school. Exercises are provided for budgeting time, learning to use public transportation, answering questions, and obtaining a Social Security card. The second unit, "Finding Jobs," covers processes for finding work through the media, the Yellow Pages of the telephone book, the employment ads, and the State employment office. The third unit, "Applying for Jobs," gives students practice in filling out actual job applications and in mastering the job interview. Contents for each of the 11 lessons in the three units include lists of learning objectives and needed materials, notes to the teacher, and copies of student written exercises (in both English and Spanish). A pamphlet on applying for a Social Security card is included. (TA)

**ED 135 981** CE 009 856  
Blanc, Doreen V.

**Training Manual: Middle Schools. Vocational Strategies for Special Needs Students.**  
Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Bureau No—H-8376

Pub Date 76

Note—31p.; For related documents see CE 009 855-859

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Career Exploration, Daily Living Skills, \*Handicapped Students, Interpersonal Competence, Job Skills, Junior High Schools, \*Learning Activities, Middle Schools, \*Regular Class Placement, Resource Materials, School Shops, Shop Curriculum, \*Skill Development,

Student Projects, Teaching Guides, Trade and Industrial Education, \*Vocational Education  
**Identifiers**—Massachusetts, Massachusetts (Boston)

Instructional materials presented in this teaching guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools at the middle school level. The skill development described is based on the belief that preparation of special needs students (learning disabled, emotionally disturbed, and retarded) before they enter high school will facilitate their vocational learning later. The first section of the manual contains six lessons with student exercises that emphasize good work habits such as the importance of effort, punctuality, neatness, and cooperation through reading, role playing, and discussion. Also included in the job exploratory section are specific safety precautions which are stressed in lessons on tools. Students are introduced to selling and merchandising, mass production, assembly line, economics of cost, and ecology. The second section, vocational exploratory, pertains to social skill and prevocational development. The six lessons are on safety, blueprint reading, and several assembly projects. Lesson objectives, vocabulary, learning activities, and work self-evaluation sheets are included. (TA)

**ED 135 982** CE 009 857  
Blanc, Doreen V.

**Training Manual: Driver Education. Vocational Strategies for Special Needs Students.**  
Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Bureau No—H-8376

Pub Date 76

Note—50p.; For related documents see CE 009 855-859

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Driver Education, \*Handicapped Students, Instructional Materials, Learning Activities, Manuals, Regular Class Placement, Secondary Education, \*Skill Development, Traffic Safety, \*Vocational Education  
**Identifiers**—Massachusetts, Massachusetts (Boston)

Lessons presented in this manual, developed as part of the vocational strategies project, are designed to provide driver education for mildly handicapped special needs students placed in jobs that require a driver's license. The guide is intended for use in conjunction with a vocational program in automotive mechanics, or integrated into a resource room reading curriculum. Vocabulary words following each section appear in the Massachusetts State drivers' manual and are used on the exam. Material in the manual is presented thematically. Topics covered in the manual include an introduction to driving practice, right of way, passing, turning, speed, signs and a game, stopping, parking, accidents, drinking and driving, other rules, and the road test. (TA)

**ED 135 983** CE 009 858  
Blanc, Doreen V.

**Training Manual: Paraprofessionals. Vocational Strategies for Special Needs Students.**  
Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Bureau No—H-8376

Pub Date 76

Note—67p.; For related documents see CE 009 855-859

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Differentiated Staffs, \*Handicapped Students, \*Inservice Programs, Interpersonal Competence, \*Paraprofessional School Personnel, Personnel Selection, Program Guides, Regular Class Placement, Resource Materials, School Shops, Skill Development, Teacher Aides, Trade and Industrial Education, \*Vocational Education  
**Identifiers**—Massachusetts, Massachusetts (Boston)

Designed as a guide to the inservice training of instructional aides in the Vocational Strategies for Special Needs Students Program in Boston, this manual is intended to aid in the general

training of paraprofessionals. The inservice training program outlined is aimed at developing the relationship building skills of the instructional aide at the shop training station, in the resource room, and in the counseling situation. Part A of the manual contains a description of the prospective paraprofessional, the process for hiring, and the responsibilities of vocational instructional aides; a job application form; a discussion of staff structure including the roles of vocational (shop) instructor, resource room teacher, teacher counselor, and training coordinator; and notes on where the use of paraprofessionals has been effective. Part B outlines the seven units of the training program which focus on specific vocational skills, clinical psychology, handicaps, study of work, and utilizing resources. Suggestions for the trainer include teaching procedures and techniques for the workshop sessions. Suggested format is seven units of workshops, each consisting of five sessions conducted by community experts on topics necessary to effective performance of vocational instructional aides and five complementary sessions conducted by the training coordinator for integrating instructional aides into the total support team and for involving them in verbal and written communication skills. (TA)

**ED 135 984** CE 009 859  
Blanc, Doreen V.

**Training Manual: Vocational Skills. Vocational Strategies for Special Needs Students.**  
Boston State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Bureau No—H-8376

Pub Date 76

Note—103p.; For related documents see CE 009 855-859

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Auto Mechanics, Electronics, \*Handicapped Students, Learning Activities, Printing, Regular Class Placement, Resource Materials, School Industry Relationship, School Shops, Secondary Education, \*Shop Curriculum, \*Skill Development, Teaching Guides, Trade and Industrial Education, \*Vocational Education, Welding

Identifiers—Massachusetts, Massachusetts (Boston)

Instructional materials included in this guide were developed to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools. Material represents strategies or directions in specific areas of occupational education, rather than specific curriculum guides; it is addressed to both the teacher and the student. Five specific areas are covered in the manual: Automotive mechanics, electronic assembly, mechanical assembly, printing, and welding. Related math and vocabulary sections are included. Emphasis is on activities and operations which are concretely and specifically job related. (The manual is intended for use with four other manuals produced by the vocational strategies project.) (TA)

**ED 135 985** CE 009 861

Hansen, Gary B. Bentley, Marion T.

**Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume II—Appendices.**

Utah State Univ., Logan. Manpower Development Service.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Mar 76

Grant—DOL-92-49-72-24

Note—174p.; For related documents see CE 009 862

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Consultation Programs, \*Employers, Industry, Job Training, Land Grant Universities, Local Government, Management Systems, \*Manpower Development, Masters Degrees, On the Job Training, \*Personnel Management, \*Professional Services, State Universities, Technical Assistance, Workshops

Identifiers—Utah, Utah State University  
This second volume of a two-volume final report contains appendices to Volume I, the description and findings of a 3-year research and demonstration project in which the Utah State University Manpower Development Service (MDS) was established to provide technical

assistance to private and public agency employers for improving personnel systems, training approaches, and other manpower management practices. Included in the appendices are the MDS brochure, the data collection instruments, report of MDS services provided to the Utah needcraft industry, the revised 1974-75 MDS plan of work, economic and social characteristics of Utah, selected MDS cases, members of the MDS advisory council, outline of MDS training program for human resource analysts, outline of Utah State University's master's degree program in human resource development, description of a manpower management training workshop for local government officials, and a proposal to provide consulting services to Northern Wasatch Association of Governments. (JT)

**ED 135 986** CE 009 862

Hansen, Gary B. Bentley, Marion T.  
**Manpower Advisory Services in the Workplace: A Missing Link in National Manpower Policy. Volume I.**

Utah State Univ., Logan. Manpower Development Service.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Mar 76

Grant—DOL-92-49-72-24

Note—248p.; For related documents see CE 009 861

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Consultation Programs, Delivery Systems, \*Employers, Job Training, Land Grant Universities, Management Systems, \*Manpower Development, Models, On the Job Training, \*Personnel Management, \*Professional Services, Public Policy, State Universities, Technical Assistance

Identifiers—United States, Utah, \*Utah State University

This first volume of a two-volume final report contains description and findings of a 3-year research and demonstration project in which a small human resource diagnostic and consulting service was established at a State land-grant institution (Utah State University) to provide a broadly based technical assistance program directed toward improving personnel systems, training approaches, and other manpower management practices of private firms and public agencies within the State and region. Chapter 1 is an overview and executive summary of the program designed to help employers and their workers improve organizational productivity, the utilization of human resources, and the quality of working life. Chapter 2 contains a brief project history, a summary statement of objectives originally set out for the project, and a description of project activities. The project findings are presented in chapters 3 and 4. Information obtained about several other employer service programs are presented in chapter 5 along with a brief summary of the related findings from the upgrading demonstration projects. Drawing upon the findings and conclusions contained in the preceding three chapters, chapter 6 outlines a proposed model for delivering manpower advisory services to the employed workforce, explains how the proposed model might fit in as a component of national manpower policy, and makes suggestions for future directions. (Volume II, bound separately, contains the technical appendices to which reference is made in volume I.) (Author/JT)

**ED 135 987** CE 009 870

**An Assessment of Career Development: Basic Work Skills. Career and Occupational Development Report No. 05-COD-02.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Jan 77

Contract—OEC-0-74-0506

Note—41p.; Some tables may be marginally legible due to small print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Ability, \*Basic Skills, Blacks, Caucasians, Communication Skills, Comparative Analysis, \*Dropouts, \*Educational Assessment, Educational Research, Geographic Distribution, \*Job Skills, National Surveys, Parental Background, Post Secondary Education, Racial Differences, Secondary Edu-

cation, Sex Differences, \*Skill Development, Socioeconomic Background, \*Task Performance, Writing Skills

Identifiers—United States  
Since the U.S. Office of Education figures showed (at the time of this report) that on the average, 850,000 young people were dropping out of high school every year, 800,000 more were graduated from high school with no specific marketable skills, and 900,000 were dropping out of universities, junior colleges, and training schools, the study described in this report, conducted by the National Assessment of Educational Progress, was designed to determine what these different groups knew that would help them cope with the world of work. (Four age levels—9, 13, 17, and adults aged 26-35—were respondents in the study conducted during 1973-74.) This report presents, via summary data, work-related knowledge and skills, or proficiency levels, of the four age levels and delineates the proficiency of each group according to such variables as region of the country, race (black and white), education level of parents, and size and type of community. Three chapters are included. Chapter 1 briefly discusses major findings. Chapter 2 contains definitions of the population groups and item sets analyzed in the study, and a description of the conventions used to report the data. Chapter 3 examines and compares statistical data relating to the different groups' levels of performance. Chapter 3 discusses implications. (SH)

**ED 135 988** CE 009 894

Goldenberg, I. Ira

**The Addict and Ex-Addict in the World of Work: Job Finding Experiences and Performance in Employment. Final Report.**

Massachusetts Advocacy Center, Boston.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Jun 75

Grant—DL-21-25-74-15

Note—214p.

Available from—National Technical Information Service, Springfield, Virginia 22151

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Drug Addiction, Employer Attitudes, \*Employment Opportunities, Employment Services, \*Job Satisfaction, Job Skills, Job Training, Males, Minority Groups, Personnel Selection, \*Program Effectiveness, \*Rehabilitation Programs, Research, \*Urban Areas

Identifiers—Massachusetts, Massachusetts (Boston), New York, New York (New York)

The purpose of the study was to investigate three separate aspects of the process by which ex-addicts-in-treatment are prepared for, enter into, and function in the world of work. These aspects were the actual labor market conditions in two different urban settings—New York City and the greater Boston area; the specific institutional supports available to ex-addicts and addicts-in-treatment as those supports are perceived by both clients and providers of service; and an analysis, by employers, of the performance and behavior of ex-addicts and addicts-in-treatment once they have secured employment. Surveys were taken to define the practices of drug treatment programs. In addition, a questionnaire was developed to isolate the key employment related issues and practices that comprise clients' and providers of service' perceptions of the rehabilitative situation. Finally, through the development of a specific relationship with PACT (Provide Addicts Care Today), the job-related behavior of ex-addicts and addicts-in-treatment was assessed. Results indicated that (1) the two urban labor markets examined offer only limited options for meaningful, remunerative, and stable employment, (2) drug treatment programs, despite stated priorities involving preparation for employment, are neither structured, funded, nor staffed to adequately provide concrete employment related services, (3) clients rely more on their own rather limited resources in order to gain employment, and (4) ex-addicts who are hired and retained are rated by employers as above average in performance, compared to non-addicts. (SH)

**ED 135 989** CE 009 895

**Jobs for Which a High School Education is Preferred, but Not Essential.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 76

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**



**Descriptors**—\*Dropouts, \*Employment Qualifications, Employment Trends, \*High School Graduates, Job Market, \*Occupational Information, Semiskilled Occupations, Service Occupations

This pamphlet lists the occupations discussed in the "Occupational Outlook Handbook" for which a high school education is preferred, but not essential. Occupational information is presented in a three-column format which includes job title, highlights of job qualifications and training, and employment opportunities and trends through 1985. Information on ninety jobs is presented under the following occupational groups: Foundry, machining, industrial production and related occupations, clerical, cleaning and related occupations, food service, personal service, private household service, protective and related services, sales, construction, merchant marine, railroad, driving, telephone craft, mechanics and repairers, social service, nursing, and design. (SH)

**ED 135 990** CE 009 897  
**Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 76

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Employment Projections, \*Employment Qualifications, Junior Colleges, \*Occupational Information, Occupations, Paramedical Occupations, \*Paraprofessional Personnel, Post Secondary Education, Skilled Occupations, Technical Occupations, Theater Arts

Selected from the "Occupational Outlook Handbook," the listings included in this document represent a number of occupations for which junior college or other special training is useful. Each listing, grouped under a broader occupational area, provides a specific occupational title, number employed in the occupation in 1974, qualifications and training, and employment opportunities and trends through 1985. Occupations included are computer operating personnel, programmers, barbers, cosmetologists, funeral directors and embalmers, construction inspectors (government), occupational safety and health workers, library technicians and assistants, air traffic controllers, airplane mechanics, airplane pilots, forestry technicians, drafters, engineering and science technicians, surveyors, television and radio service technicians, dental assistants, dental hygienists, electrocardiograph technicians, electroencephalographic technicians, medical assistants, medical laboratory workers, medical record technicians and clerks, operating room technicians, optometric assistants, radiologic technologists, respiratory therapy workers, registered nurses, occupational therapy assistants, physical therapist assistants and aides, actors and actresses, dancers, musicians, singers, commercial artists, interior designers, and photographers. (SH)

**ED 135 991** CE 009 919  
**Buffer, Loretta C. Teaff, Richard R. Continuing Education for the Elderly: A Report.**

Ohio Dominican Coll., Columbus.  
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Ohio Board of Regents, Columbus.

Pub Date Dec 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Adult Education, Community Programs, Conference Reports, \*Continuous Learning, Educational Opportunities, \*Older Adults, Program Development

These proceedings summarize the content and activities of a conference attended by continuing education deans and directors in Ohio's public and private 2- and 4-year institutions of higher education, administrators of nursing homes, and community mental health personnel. Focus is on the major goal of the conference: To examine, with respect to both rationale and means, the extension of educational opportunities to those elderly who congregate in the community, e.g., in recreational centers, retirement housing, and nursing homes. Major sections include a review of conference philosophy, a review of the literature on the conference theme, synopsis of conference proceedings, recommendations and feedback, and a four-page bibliography. An appendix

presents guidelines on program planning and proposal writing. (WL)

**ED 135 992** CE 009 944

**Darkenwald, Gordon G.**

**Why Adults Participate in Education: Some Implications for Program Development of Research on Motivational Orientations.**

Pub Date 77

Note—19p.; Speech presented to the faculty of the University Extension Division (Rutgers University, January 26, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Adult Education Programs, \*Adult Students, Behavioral Science Research, Continuous Learning, Educational Needs, Educational Research, Instructional Design, \*Learning Motivation, Marketing, Needs Assessment, \*Participation, \*Program Development, Research Reviews (Publications), Student Characteristics, Student Recruitment

**Identifiers**—Boshier (Roger W), Education Participation Scale, Houle (Cyril O)

While recent research on why adults participate in continuing education programs does not provide educational planners with any easy prescriptions for programming success, it does suggest some broad directions for more effective program development, particularly in relation to needs assessment, the promotional aspect of marketing, and the design and management of learning activities. The most extensive recent studies of motivational orientation (factor analytic studies using Roger Boshier's Education Participation Scale) yielded a striking degree of similarity in findings. Six factors were identified: Social relationship, external expectation, social welfare, professional advancement, escape/stimulation, and cognitive interest. Further study of relationships between the motivational factors and participant and program characteristics revealed little correlation. It can be concluded (1) that Cyril Houle's three-factor typology of the adult learner (goal oriented, activity oriented, and learning oriented) can no longer be considered an adequate representation of reality, (2) that major orientation factors appear to be valid only for participants generally, and (3) that most people appear to participate in adult education for mixed reasons, some of which are unrelated to learning per se or to course content. The research should sensitize planners to the variety and complexity of the motives that underlie participation in continuing education. (Implications for program development, broad-scale needs assessment, marketing, and management of learning environments are discussed.) (JT)

**ED 135 993** CE 009 949

**Ball, Colin And Others**

**Voluntarism: The Real and Emerging Power. A Report of the International Conference on Volunteer Service (Vienna, Austria, June 27-July 2, 1976).**

ACTION, Washington, D.C.

Pub Date 76

Note—191p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors**—Conference Reports, Conferences, Developing Nations, \*Economic Development, International Programs, \*Program Administration, \*Social Development, \*Voluntary Agencies, \*Volunteers, Volunteer Training

**Identifiers**—Africa, Asia, Latin America, North America

The principal objective of the international conference reported here was to bring together people involved with the promotion, development, support, coordination, and funding of volunteer programs to exchange ideas and experiences. Part I is a short paper on the historical perspective of voluntarism. Part II, a summary of conference proceedings, synthesizes conference discussions on several specific themes: Voluntarism in the context of the development process; approaches to volunteer work, organization, and mobilization; international voluntarism; domestic development schemes including study-service schemes, training and employment schemes, social and technical development service schemes, and short-term services; and forward strategies (international, regional, and general). Part III contains six conference speeches and case study presentations from Africa, Asian, North America, and Latin America. The conference program and a list of participants with their addresses are also included. (JT)

**ED 135 994** CE 009 953

**Health Manpower Education Project. Final Report.**

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Jan 77

Contract—AH-1-44109

Note—198p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors**—Educational Planning, Financial Support, \*Health Occupations Education, Manpower Development, Post Secondary Education, \*Program Coordination, \*Program Planning, \*State Universities

**Identifiers**—California, \*California State University and Colleges

A summary of many studies and papers prepared during the course of the project, this final report describes efforts to develop a planning methodology for meeting educational program needs in allied health professions which could be utilized in the California State University and colleges. The introductory chapter describes the multifaceted system of postsecondary education in California and in more detail the California State University and Colleges (CSUC). The status of allied health planning in California prior to the Health Manpower Education Project as well as the need for and organization and scope of the project are also summarized. Chapter II describes the international and professional contexts for planning allied health education programs in the CSUC. Chapter III discusses methodologies developed by the Health Manpower Education Project to improve the capacity of the CSUC system to plan for its program needs in allied health fields. Chapter IV covers financing the allied health education programs in terms of State policy and specific Board of Trustees policy directing special attention to high-cost programs and faculty and facilities requirements. Chapter V considers the methodology proposed for planning and coordinating allied health programs in CSUC. Chapter VI presents the conclusions and major recommendations. Appendixes include a list of the occupational families and job specialties studied by the project, a model affiliate agreement, and a 15-page bibliography. (WL)

**ED 135 995** 08 CE 009 966

**Nelson, Valerie I. And Others**

**Adult Career Education as an Intervention Strategy in Mid-Career Crisis.**

University Consultants, Inc., Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 31 Jul 75

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Adult Education, \*Career Change, \*Career Education, Continuous Learning, Delivery Systems, Economic Factors, Educational Development, \*Government Role, Learning Motivation, Literature Reviews, Policy Formation, Psychological Needs, Psychological Patterns, Public Policy, Research Needs, Social Factors, Unemployed, \*Vocational Adjustment

**Identifiers**—National Institute of Education, NIE  
Based on a review of the literature on mid-career crises and various intervention strategies and on collection of a representative inventory of services currently available, a strategy and role for adult career education was developed and priorities and highlights of a research and development strategy were suggested for the National Institute of Education (NIE). Conclusions which emerged are these: (1) A mid-career crisis can be defined as a crisis of re-employment and possible forced mid-life change of career. This crisis can be precipitated by an unexpected loss of work and a shortage of jobs in the local area which utilize the skills of the individual. (2) The literature and data on mid-career crises are inadequate in several key respects. In particular, minimal data exist on the affected population or its numbers, or on the long-term effects of the crisis. (3) A mid-career crisis will for most workers entail short-term economic and associated psychological disruption, unless we commit ourselves to a European solution of substantial income support and long term education for the worker. (4) Current

programs of assistance are piecemeal and uncoordinated. The experience of programs to date shows, as expected, minimal success at averting short-term losses to those individuals who are minimally qualified by objective standards to re-enter the labor force at previous levels of status and earnings. (5) A successful program of adult career education must take into account the labor market and psychological factors in the crises and therefore must include a combination of the following: Counseling, assurance of jobs following training, and involvement of employers in the area. (JT)

ED 135 996 95 CE 009 969

Gurin, Patricia Morrison, Betty Mae  
Education, Labor Market Experiences, and Current Expectancies of Black and White Men and Women. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-4-0586

Pub Date Sep 76

Grant—NIE-G-74-0068

Note—199p.; Some tables may be marginally legible due to small print

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Behavioral Science Research, Blacks, Caucasians, \*Educational Experience, \*Employment Experience, \*Expectation, Females, Labor Market, \*Labor Supply, Males, Occupational Aspiration, \*Racial Differences, Racial Discrimination, Self Concept, Sex Discrimination, Work Attitudes

The research reported here examines the role of psychological expectancies as labor market supply characteristics of black and white men and women. Secondary analyses are carried out on data provided by the Survey Research Center 1972 national probability sample of adults 18 years and older drawn for the presidential election study. The report focuses on race and sex differences in previous labor market experiences, the relationship of these past experiences to current employment expectancies and general feelings of efficacy, and finally the effects of both market experiences and expectancies on current behavior. Psychological expectancies are emphasized as the elements of motivation that should have unusual significance for understanding the dynamics of race and sex discrimination in the labor market. There are five major chapters. Chapter 1 describes the sample and measures used in the analyses reported here. Chapter 2 describes the market experiences, perception of obstacles, and current expectancies of black and white men and women. Chapter 3 examines the interrelationships of these variables with particular focus on the effects of years of schooling and previous market experiences on current expectancies. Chapter 4 presents a general causal model in which expectancies are viewed as intervening influences between current market outcomes and variables at two earlier stages, original educational attainment at stage one and subsequent market experience at stage two. Three types of current market outcomes are analyzed with application of the model to the job status of blacks and whites, to women's and men's search behavior, and to the work intentions of white housewives. Chapter 5, on implications for counseling and future research, describes the types of expectancy and experience measures and the design that will be needed to extend this line of interdisciplinary labor market research. (WL)

ED 135 997 CE 009 970

Guilfof, Vivian M. Grothe, Mardell S.

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume I. The Model: Its Nature, Context, and Products.

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NE-C-00-3-0121

Note—123p.; For related documents see CE 009 970-972

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Adult Programs, Adults, \*Career Education, \*Community Programs, Counseling Programs, Counseling Services, Counselors,

\*Delivery Systems, \*Information Dissemination, Information Networks, Labor Force Non-participants, Models, Needs Assessment, Occupational Guidance, Occupational Information, Outreach Programs, Paraprofessional Personnel, Program Descriptions, Referral, Resource Centers, Telephone Communication Systems, Vocational Counseling, \*Vocational Development

Identifiers—Rhode Island (Providence)

This first volume of a three-volume final report describes the activities of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. The volume begins with a brief history of the model, tracing the project's evolution through the various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the model's five major components: (1) Outreach, which used mass media and other approaches to attract clients, (2) counseling, which provided career information, guidance, and referral by telephone using paraprofessional counselors, (3) the resource center, which collected and disseminated career-related materials for project staff, clients, and the community, (4) the information unit, which developed special directories and materials which supported the counseling process and could be sent to clients, and (5) research and evaluation, which provided project staff with feedback about the clients and the operation of the program. A third section describes the characteristics of the pilot site in Providence, Rhode Island, and how the project interacted with the community including its role in local adaptation after the research and development phase. The final section discusses the project's efforts to share its experiences and findings with potential adaptors of the model and other interested persons outside Rhode Island. (Volume 2 presents research and evaluation findings with primary focus on home-based adults who used the career counseling service. Volume 3 consists of appendixes.) (TA)

ED 135 998 CE 009 971

Guilfof, Vivian M. Grothe, Mardell S.

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NE-C-00-3-0121

Note—268p.; For related documents see CE 009 970-972

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—\*Adult Programs, Adults, Career Choice, \*Career Education, Community Programs, Counseling Programs, \*Counseling Services, Counselor Role, Counselors, Delivery Systems, Demography, Information Dissemination, Information Networks, Labor Force Non-participants, Needs Assessment, Occupational Guidance, \*Outreach Programs, Paraprofessional Personnel, Participant Characteristics, \*Program Effectiveness, Program Evaluation, Referral, Resource Centers, Telephone Communication Systems, \*Vocational Counseling, Vocational Development, Work Attitudes

Identifiers—Rhode Island (Providence)

This second volume of a three-volume final report presents research and evaluation findings of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Primary focus is on home-based adults who used the career counseling service, which provided information, guidance, and referral by telephone using paraprofessional counselors. Section 2 details the demographic characteristics of 2,979 home-based adults, who called the service (August 1973 to March 1975) and examines the extent to which the nature of the callers changed over time. Section 3 describes characteristics of 1,157 home-based clients who

used the service from March 1974 to March 1975 and explores clients' expectation from counseling, initial career objectives, and other factors. Section 4 presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Section 5 examines the clients' career status at termination. Section 6 describes how clients reacted to and evaluated the services they received from the project. Section 7 deals with use of the resource center based on 268 non-institutional visitors who used it in 1974. The final section of Volume 2 presents information collected during indepth interviews with 40 former clients. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 3 consists of appendixes to the project.) (TA)

ED 135 999 CE 009 972

Guilfof, Vivian M. Grothe, Mardell S.

Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume III. Appendixes.

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NE-C-00-3-0121

Note—101p.; For related documents see CE 009 970-972

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Adult Programs, \*Career Education, Community Programs, \*Counseling Services, Delivery Systems, Information Dissemination, Information Networks, Labor Force Non-participants, \*Measurement Instruments, Needs Assessment, Occupational Guidance, Outreach Programs, \*Questionnaires, \*Resource Materials, Telephone Communication Systems, Vocational Counseling

Identifiers—Rhode Island (Providence)  
This third volume of a three-volume final report contains appendixes related to the 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Appendix A describes the project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the project, and appendix C presents the various occupational classification systems used in the analysis. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 2 presents research and evaluation findings, with primary focus on home-based adults who used the career counseling service.) (TA)

ED 136 000 CE 009 973

Kubota, Gordon H. Tsukahara, Theodore, Jr.

Manpower Projections to 1980. Econometric Study.

California State Univ. and Colleges, Los Angeles. Health Manpower Education Project.

Pub Date [76]

Note—213p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Cost Effectiveness, Economic Research, \*Employment Projections, Health Occupations Education, \*Health Personnel, Information Needs, Labor Market, \*Manpower Needs, \*Measurement Techniques, Prediction, \*Predictive Measurement, Research Needs

Identifiers—\*California  
The objective of this study was to develop an economic approach to the forecasting of allied health manpower in markets in the State of California. The health manpower categories considered included: (1) Medical technology, (2) occupational therapy, (3) dietetic and nutritional services, (4) physical therapy, (5) health administration, (6) environmental health, and (7) speech pathology and audiology. Four projection techniques were applied to the seven selected health-related fields. The first was a basic population ratio approach, the second a modified ratio approach that brings in a limited number of other factors affecting demand, the third an econometric approach that assumes equilibrium between supply and demand, and the fourth an econometric approach that assumes disequilibrium between supply and demand. A committee of economists from California State Universities and Colleges

served in an advisory capacity to the project, and it was the consensus that the general approach used was methodologically sound. The study was limited to using existing sources of data, which differed in their completeness for the various fields. The forecasts developed are useful for curriculum planning, faculty staffing, and career development. An overriding theme resulting from the empirical work is that these allied health manpower markets are heterogeneous, i.e., variables significant in one market were found not to be significant in another. The most significant issue that became apparent was the need for data of high quality. While the basic and modified ratio approaches are easily programmed for staff use, the general conclusion is that the econometric approach with markets in equilibrium is the most viable. The report includes summary of the literature review, lists of data needs, and future research suggestions. (WL)

**ED 136 001** CE 009 987  
**Alternatives for Lifelong Learning in Minnesota: The Nonformal Educational Sector. Summary Report.**

Minnesota State Planning Agency, St. Paul.  
 Pub Date Dec 76

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, Business, \*Continuous Learning, \*Educational Planning, \*Educational Programs, Educational Research, Industry, \*Information Services, \*Nonformal Education, Post Secondary Education, Private Agencies, Professional Associations, Public Schools, Regional Planning, State Programs, \*Student Characteristics

Identifiers—\*Minnesota

The Minnesota State Planning Agency conducted a study in Region 7W, consisting of Stearns, Benton, Sherburne, and Wright counties, to determine the nature and extent of educational programs designed for people who have completed secondary education and which are offered by any institution or agency outside the traditional postsecondary institutional sector. (These agencies included profit and nonprofit business organizations and industries, citizens' associations and interest groups, government agencies, labor unions, trade associations, professional organizations, private social welfare organizations, public secondary schools, regional associations and commissions, and religious organizations.) Further, the study was designed to identify and describe the major educational networks providing such educational programs. Findings showed that of the over 23,321 people in Region 7W who were served in 460 different educational offerings lasting three hours or longer and of an occupational or intellectual nature, most lived in or near the cities of St. Cloud and Buffalo, were between the ages of 22 and 45, were female (approximately 75%), possessed a high school diploma, had some postsecondary education or training, and belonged to the middle socioeconomic group. This summary report, in addition to an overview of the study, includes major findings resulting from sectoring according to the content of educational offerings, major findings resulting from sectoring according to the type of education provided, a discussion of the general implications of the findings, and an appendix containing selected graphs and charts. (SH)

**ED 136 002** CE 009 994  
**Coping Skills for Citizenship Participation.**

Maine Univ., Orono. Coll. of Education.  
 Spons Agency—American Legion Child Welfare Foundation, Inc., Indianapolis, Ind.

Pub Date Sep 76

Note—70p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Affective Objectives, Citizen Participation, \*Citizenship, Citizenship Responsibility, \*Civics, Instructional Materials, Junior High Schools, \*Learning Activities, Personal Values, Skill Development, \*Student Development, Teaching Guides

Learning materials presented in this teacher's guide were designed to develop attitudes, skills, and values in junior high school students which relate to the rights, responsibilities, and privileges of a citizen. Instructional concepts and strategies are presented in the following units: Citizenship, juveniles and the law, law in society, political behavior, political process, effecting/coping with

change, propaganda techniques, TV as a mold of values, citizenship and sports, careers and citizenship, and coping with job responsibilities. Each section contains (as applicable) an introduction, stated objectives, instructional materials needed, instructional activities, evaluation activities, followup activities, optional activities, suggested references, and handouts. (TA)

**ED 136 003** CE 009 995  
**Okes, Imogene E. And Others**

**Participation in Adult Education. Final Report, 1972.**

National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NCES-76-160

Pub Date 76

Note—210p; Not available in hard copy due to type size of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Education, \*Adult Students, Census Figures, Dropouts, \*Educational Experience, Educational Interest, Educational Needs, Educational Research, \*Enrollment, Higher Education, Individual Characteristics, National Surveys, \*Racial Differences, Secondary Education, \*Sex Differences, Veterans

Identifiers—United States

This report of a 1972 study designed to provide insights about people and activities in the changing areas of adult education is the second in a series of reports on participation in adult education. (Information for this report, developed in the Adult and Vocational Education Surveys Branch of the National Center for Education Statistics (NCES), came from the May 1972 Current Population Survey (CPS) conducted by the Bureau of the Census. The first survey in the series was conducted in 1957 and defined participants as non-full-time students 14 years old or older, instead of beginning at age 17 as in the present study.) The four chapters included are titled Survey Background and Procedures, Numbers and Characteristics of Participants and Nonparticipants in Adult Education, Course Programs in Adult Education, and Sponsors of Adult Education. The major portion of this report consists of tables (52) providing socioeconomic items arranged in five general groups: (1) Major demographic characteristics (age, regular school completed, race, and sex), (2) income (total family income), (3) work experience (class of worker, employment-unemployment status, occupation, and men's veteran status), (4) relationships (marital status, relationship to household, and number of children under age 17), and (5) location (geographic region and metropolitan status). A glossary, methodological consideration, selected bibliography, and survey instruments are appended. (SH)

**ED 136 004** CE 010 001  
**Bowers, Gary E. Bowers, Margaret R.**

**The Elusive Unit of Service. Project SHARE. Human Services Monograph Series. Number 1.**

Aspen Systems Corp., Germantown, Md.  
 Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Pub Date Sep 76

Contract—HEW-100-75-0179

Note—215p; Several charts may not reproduce well due to small type

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Federal Legislation, \*Human Services, \*Management Information Systems, \*Mental Health, Program Descriptions, \*Research Projects, Social Science Research, \*Social Services, State Programs, \*Systems Approach

Identifiers—California, Mississippi, Nebraska, New York, Utah

This monograph describes and analyzes recent efforts to develop measurable units for human services in the social services and mental health services areas. The issues surrounding the "unit of service" are examined along with the problems encountered by the system designer or information user in past projects, and some of today's more promising approaches in the development of workable systems employing units of service.

Following brief sections covering introductory and background material, major content is contained under the following headings: (1) Why Units of Service? (2) Type of Units, (3) Problems in Developing Units of Service, (4) Unit-of-Service Systems, (5) Conclusions and Recommendations for Future Unit of Service Development, and (6) Bibliography. The section on unit-of-service systems (64 pages) describes, in chart and narrative form, representative unit-of-service systems in the social service and mental health fields, such as the Booz Allen Social Service Output Units and the Multi-State Information System (MSIS). An overview of current research on units of service is also presented. The seven appendices include additional information on unit-of-service systems. (WL)

**ED 136 005** 95 CE 010 003  
**Analysis of Consumers' Education Applications and Funded Projects, Fiscal Year 1976. Technical Report No. 1.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date 22 Nov 76

Note—34p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Competitive Selection, \*Consumer Education, \*Educational Policy, Federal Aid, Federal Legislation, \*Grants, Program Descriptions, \*Program Proposals, State Programs

The Office of Consumers' Education's examination of 839 grant applications to gather factual information and to assess national interests, competencies, and talents in relation to potential to meet legislative requirements for consumer education programs are described. The introductory section provides a legislative history of the Office and notes that it is authorized to expend monies to carry out special projects designed to: (1) experiment with new educational and administrative methods, techniques, and practices, (2) place emphasis on national education priorities, and (3) meet special or unique educational needs or problems. Part I gives a description of the 839 applications according to geographic distribution, types of agencies, State education agencies, local education agencies, institutions of higher education, and other public or private non-profit agencies. It is noted that all proposals were checked on these three areas: The inclusion of several types of activities (community programs, materials development, curriculum development, evaluation techniques, establishing a resource center, and training of educators or non-educators), the extent to which special needs populations were considered, and subject matter levels (three)—major thrust of the work proposed, categories of subject matter interest, and specific topics. Part II discusses characteristics of the 66 programs recommended for funding, emphasizing the various aspects of special needs populations in relation to the funded programs. (SH)

**ED 136 006** CE 010 020  
**Petrides, George**

**Programming the Generalist Volunteer: A Survey of Suggestions and Achievements.**

Peace Corps, Washington, D.C.

Pub Date Jan 73

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Graduates, Foreign Countries, \*General Education, Job Applicants, Job Skills, \*Manpower Needs, \*Program Development, \*Qualifications, Specialization, Voluntary Agencies, Volunteers, \*Volunteer Training

Identifiers—\*Peace Corps

Peace Corps programming trends outlined in this manual indicate the need to balance the more personal and social aspects of volunteer service with purely technical job performance by developing the role of generalists, or AB liberal arts graduates. Topics covered in the manual are titled "A New Look at the Generalist," "A Look at the Current Applicant Profile," "Overview of Scarce and Surplus Skills," and "Regional Examples of Generalist Programming." (TA)

**ED 136 007** CE 010 025  
**The Volunteers Speak: A World-Wide Survey of Peace Corps Volunteers. ACTION Evaluation.**

ACTION, Washington, D.C.

Pub Date Jan 76

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**



**Descriptors**—Foreign Countries, International Programs, International Relations, \*Job Satisfaction, Program Administration, \*Program Attitudes, Program Development, \*Program Effectiveness, Program Evaluation, Recruitment, Surveys, Voluntary Agencies, \*Volunteers, Volunteer Training, \*Work Attitudes, Work Experience

**Identifiers**—\*Peace Corps, United States

A survey questionnaire was mailed to all active Peace Corps Volunteers (PCVs) in the summer of 1975. Based on an internal analysis of the 3,479 respondents (a 66% return), the following findings represent the manner in which PCVs perceive their volunteer experience. Perceived volunteer accomplishments and morale are very high. Volunteers believe they are generally achieving the three Peace Corps goals. Volunteer assessment of four specific program areas (recruitment, training, program development, and program implementation) indicates considerable variations, the most serious problem for most volunteers being their relationships with the host country agencies. Results led to the following recommendations: (1) Program for planned positive impact so that jobs are better developed, sites more carefully chosen, and host country nationals less likely to be replaced, (2) undertake a concerted effort to strengthen the relationship between volunteers and their host country agencies, (3) spend less time providing direct support to volunteers and more time working to be sure that agencies are willing and able to support them, (4) place volunteers only in jobs where adequate supervision by host country agencies is provided and the role of the volunteers clearly understood, (5) provide more specific and accurate preservice information, (6) continue and increase where possible the practice of having trainees live with host country families during training, and (7) carefully review the placement of volunteers who teach English as their primary job. The report includes country-specific data on volunteer achievement and selected areas of programming. The questionnaire and raw scores are appended. (WL)

ED 136 008

CE 010 033

Boyle, Neil And Others

Peace Corps/Ghana. Country Program Evaluation.

**ACTION Evaluation.**

ACTION, Washington, D.C.

Pub Date Jun 76

Note—90p.; Evaluation developed by Office of

Policy and Planning of Action

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—Cost Effectiveness, Cross Cultural Training, \*Educational Development, Foreign Countries, \*International Programs, International Relations, National Programs, \*Program Administration, Program Costs, \*Program Effectiveness, Program Evaluation, Secondary Education, Trend Analysis, \*Voluntary Agencies, Volunteers, Volunteer Training

**Identifiers**—\*Ghana, \*Peace Corps, United States

Ghana first received Peace Corps assistance in 1961 (the first country in the world to receive volunteers) and since then volunteer strength has fluctuated from between 185 to 415 (presently 179). Secondary education has been the major thrust in programming until recently when Peace Corps/Ghana (PC/G) shifted its emphases to agriculture and rural development. As part of ACTION's annual evaluation process, PC/G program was evaluated during the spring of 1976. A combined method of field and onsite visits was the principal approach used in assessing the relevance, effectiveness, and efficiency of the program. A combination of interview, observation, and data analysis techniques were employed. The basic conclusion of the evaluation team is that while PC/G has made a significant contribution to the education sector of the country, it is now going through a period of transition which is influencing the effectiveness of the tools it uses to carry out its policies. Positive influences are seen coming from recent additions to the staff. Negative influences on the organizational tools are seen coming from the recent shift in policy from slot-filling to technology transfer programming that is implicit in the shift from secondary education to agricultural and rural development. The evaluation identified problems and made resultant recommendations for their solutions: (1) Exercise continued Peace Corps' presence in Ghana in accordance with current Country management

plans, i.e., exercise a policy of gradual phase-down in agriculture and rural development, (2) shift programming from a slot-filling mode to a skill transfer mode, (3) continue to exercise a policy of collaboration with the international donor agencies, but at the same time explore the absorptive capacities of the host country in ways which are not dependent on the donor agencies, and (4) Peace Corps/Ghana should clarify its programming procedures with U.S. Embassy. (WL)

ED 136 009

CE 010 046

ABGs in Agriculture. Volume One. Final Report.

**ACTION Evaluation.**

ACTION, Washington, D.C.

Pub Date Dec 75

Note—37p.; For a related document see CE 010

047

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Agriculture, \*College Graduates, \*Cost Effectiveness, Field Studies, Foreign Countries, \*General Education, Higher Education, Job Placement, Manpower Development, Program Effectiveness, Program Evaluation, Research, Success Factors, Voluntary Agencies, \*Volunteers, \*Volunteer Training

**Identifiers**—\*Peace Corps

Situations and conditions in which Peace Corps volunteers who are ABG's (A.B. generalists, or individuals with a bachelor of arts in English, liberal arts, or social science) are effective in agriculture and the factors which contribute to the ABG's effectiveness were analyzed and assessed in the study. Methodology included an analysis of training and service completion of over 1,600 volunteers, an analysis of costs and cost-effectiveness, an opinion survey of volunteers currently working in agriculture, and field research in 11 Peace Corps countries. Findings indicate the following: ABG's, in general, are effective in that their service record (duration, achievements, etc.) is comparable to other volunteers working in agriculture. They are cost-effective in that their cost per month of service is the lowest in relation to the other skills used in agriculture. ABG's who are specifically trained to perform well-defined, challenging jobs, who are supported with adequate supplies and equipment, and who are given proper supervision perform effectively in agriculture. It is concluded that there is a supply of ABG's and a demand for trained manpower to develop agriculture; it is the responsibility of the peace Corps to identify the demand which meets the known supply and to program accordingly. (Author/TA)

ED 136 010

CE 010 047

ABGs in Agriculture. Volume Two. Appendices.

**ACTION Evaluation.**

ACTION, Washington, D.C.

Pub Date Dec 75

Note—94p.; For a related document see CE 010

046

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—\*Agriculture, \*College Graduates, Comparative Analysis, \*Cost Effectiveness, \*Data Analysis, Foreign Countries, \*General Education, Glossaries, Higher Education, Measurement Instruments, \*Program Costs, Questionnaires, Research, Specialists, Tables (Data), Volunteers, Volunteer Training

**Identifiers**—\*Peace Corps

Appendixes to a study of the effectiveness of Peace Corps volunteers in agriculture who are AB generalists (individuals with a bachelor of arts degree in English, liberal arts, or social science) are contained in this document. Section 1 contains a glossary of terms used in the study. Section 2 describes the study's methodology and includes the instruments used (project summary sheet, management unit analysis sheet, interview summary sheet, and questionnaire). Section 3, Data Sources, contains comparative completion data, costs, project analysis and issues, and questionnaire analysis. (TA)

ED 136 011

CE 010 049

Goodwin, Leonard

What Has Been Learned from the Work Incentive

Program and Related Experiences: A Review of

Research with Policy Implications. Final Report.

Worcester Polytechnic Inst., Mass.

Spons Agency—Employment and Training Ad-

ministration (DOL), Washington, D.C.

Pub Date Feb 77

Contract—DLPO-51-25-76-01

Note—122p.; This research was developed by the

Dept. of Social Science and Policy Studies

Available from—National Technical Information Service, Springfield, Va. 22151 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

**Descriptors**—Economically Disadvantaged, Employment Programs, Family Influence, Financial Needs, \*Job Training, Labor Force, Labor Market, Literature Reviews, \*Low Income Groups, \*Manpower Development, \*Manpower Needs, Motivation, Occupational Surveys, Research Reviews (Publications), Surveys, \*Welfare Recipients, \*Work Attitudes

**Identifiers**—Work Incentive Program

Selected research on the Work Incentive Program (WIN), legislated in 1967, and related research on low income families are reviewed with the aim of gathering empirical findings which illuminate the factors affecting WIN results and to contribute to discussion of future welfare, work training, and employment policies. Areas of research and discussion include the following: Work potential and work orientations of welfare persons, impact of WIN (input-output emphasis and process emphasis), altering work incentives, family structure and personal motivation, and policy alternatives in historical perspective. Results presented show that (1) welfare participants want to work, but substantial barriers (including poor health, low skills, need for child care) stand in the way of continuing labor force participation; (2) WIN has a beneficial effect upon some of those persons who receive services, but it is not clear which aspects of the WIN effort provide these beneficial results; (3) work-for-relief efforts are not cost effective; (4) when public service jobs are provided for welfare recipients, the recipients function very well, according to their work supervisors and self-evaluation; and (5) without provision of more jobs at which heads of households can earn sufficient wages to support their families above the poverty level, WIN can have only a marginal impact on the welfare situation. A nine-page annotated bibliography is appended. (TA)

ED 136 012

08

CE 010 082

Michlein, Michael G. And Others

Student Attrition in the Wisconsin VTAE System.

**Phase I. Final Report.**

Moraine Park Technical Inst., Fond du Lac, Wis.;

North Central Technical Inst., Wausau, Wis.;

Northeast Wisconsin Technical Inst., Green

Bay; Southwest Wisconsin Vocational-Technical

Inst., Fennimore.

Spons Agency—Office of Education (DHEW),

Washington, D.C.; Wisconsin State Board of

Vocational, Technical, and Adult Education,

Madison.

Bureau No—15-097-151-226

Pub Date Jun 76

Note—249p.; Appendixes C and H (40 pages)

may not reproduce well due to small faint type;

Not available in hard copy due to marginal

legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

**Descriptors**—Adult Dropouts, \*Adult Education,

Dropout Attitudes, \*Dropout Characteristics,

\*Dropout Identification, Dropout Prevention,

\*Dropout Rate, Dropouts, Educational

Research, Literature Reviews, Post Secondary

Education, Program Improvement, Secondary

Education, Student Needs, \*Technical Education,

\*Vocational Education

**Identifiers**—\*Wisconsin

A project was designed to develop and test

(phase I), and implement (phase II) a research

design for the study of student attrition in the

Wisconsin vocational technical adult education

(VTAE) system with the intent of identifying

student attrition and determining its predictability.

Phase I, the developmental aspect (described in

this report), involved identification of attrition

and the predictive variables, methods for data

collection, data analysis, and report format by a

consortium of four Wisconsin technical institutes

in fiscal year 1976. The institutes conducted

individual attrition studies for their individual

schools with the specific objectives of (1) identifying

the extent of student attrition categories

such as job-outs, transfers, failures, or

socioeconomic withdrawal, (2) identifying

background characteristics, ability factors, and

self-concepts which predict student attrition, and

analyze their effects on attrition, and (3) determining

program deficiencies if any and recommending

changes. Some of the consortium's major conclusions were that information on

dropouts is often sketchy and that data which is available is not always reliable; students' reasons for dropping out are often unclear or unable to be verbalized even to the early leaver; much attrition is related to a lack of commitment or motivation on the student's part; student assistance for a change of direction is not readily available once a student is participating in a full-time program, and if it is available, it is not recognized by the student. Twenty-three recommendations are listed. The nine appendices, which cover half the document, contain tabular information on student characteristics. (SH)

ED 136 013 08 CE 010 108

**Comprehensive Illinois Occupational Education Demonstration Center. Site A. Final Report.** Joliet Township High School District 204, Ill. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield, Div. of Vocational and Technical Education.

Bureau No.—V361068

Pub Date 1 Jul 76

Contract—RDD-DC-A33

Note—216p.; For related documents see CE 010 108, CE 010 111, ED 122 144, and ED 126 297

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

**Descriptors—**\*Career Education, Conferences, \*Demonstration Centers, Demonstration Projects, Disadvantaged Groups, Elementary Secondary Education, Handicapped, \*Information Dissemination, Inservice Education, Post Secondary Education, Preservice Education, \*Program Development, \*Program Effectiveness, Program Evaluation, Resource Centers, \*School Community Relationship, Staff Improvement, Surveys, Technical Education, Vocational Development, Vocational Education

**Identifiers—**\*Illinois, Illinois (Joliet)

Planning, implementation, and demonstration/dissemination phases of the CIOEDC (Comprehensive Illinois Occupational Education Demonstration Center) project, Site A, Joliet, Illinois from February 15, 1974 to June 30, 1976, are included in this report. (The principle objectives of the project were to bridge the gap between the theoretical and developmental findings of activities sponsored by the Illinois State Division of Vocational and Technical Education (DVTE) and actual implementation of those findings into two K-14 sites; to implement into two sites in Illinois selected research, curriculum, developmental, special, and exemplary activities; to provide an opportunity for a variety of persons, i.e., counselors, administrators, labor and business representatives, to receive information and visit a demonstration center designed to exemplify proven learning techniques in career and vocational education; to identify the appropriate and practical courses of action that must be taken to ensure successful implementation of future research, development, curriculum, special, and exemplary activities, and to evaluate the effectiveness and efficiency of the demonstration centers.) Major project results and accomplishments are summarized for each of the 15 exemplary activities implemented in Joliet. Other aspects of the project discussed are the manpower/workforce survey, staff development, dissemination and demonstration (17 pages), and evaluation procedures. The conclusions indicate that interest, enthusiasm, support, and involvement for career and occupational education have increased as documented by local and the third-party evaluations. Appendixes contain the manpower survey instrument, conference materials, publicity materials, and newsletters. (TA)

ED 136 014 08 CE 010 119

**Stevens, David W.**

**Employment Projections for Planning Vocational-Technical Education Curricula: Mission Impossible?**

Missouri Univ., Columbia. Human Resources Research Program.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Bureau No.—V0099VZ

Pub Date Jan 76

Grant—OEG-0-74-1736

Note—57p.; For related documents see CE 010 120-121

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Administrator Guides, \*Curriculum Planning, \*Employment Projections, Essays, Information Systems, Management Information Systems, Program Planning, Research Methodology, \*Research Utilization, Systems Development, \*Vocational Education

Intended to inform administrators of vocational-technical education programs, and other interested persons, what the state of the art is in producing and using employment projections for educational planning purposes, this essay focuses on labor market concepts which should be used, but are now frequently abused, in the development and operation of information systems for managing and planning vocational-technical education programs. There are six chapters: (1) Introduction, (2) Employment Projection Models, (3) Employment Projection Methods: Strengths and Weaknesses, (4) Toward an Understanding of Labor Market Concepts and Processes, (5) Educational Planning Uses of Labor Market Concepts, and (6) Mission Impossible? Footnotes and bibliography are included with a note indicating that an integral part of this effort to convey an understanding of labor market concepts and reasons for their misuse or nonuse is a selective citation of relevant items from recent literature dealing with labor market and employment projection issues. (Author/HD)

ED 136 015 CE 010 123

**Sawyers, Betty A.**

**Assessment and Evaluation of the Public's Perception of Vocational Education in Indiana. Technical Report.**

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date 76

Note—56p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Attitudes, Elementary Secondary Education, \*Employer Attitudes, \*Parent Attitudes, Research, \*School Personnel, State Surveys, \*Student Attitudes, \*Vocational Education

**Identifiers—**\*Indiana

The purposes of the study were to (1) determine the overall perception of vocational education in Indiana as held by the general public, (2) determine if there are differences in perceptions related to the various areas within vocational education, (3) identify perceptions of vocational education by junior and senior high school students, elementary secondary teachers and school personnel, parents and patrons of a school district, employers of vocational education graduates, and young adults not currently in school, and (4) identify the determinants of negative and positive perceptions of vocational education. Telephone interviews (by trained interviewers) were conducted with 399 respondents drawn from a stratified random sample based on these factors: Geographical location, population density, number of vocational education programs, junior and senior high school students, parents, school personnel, and employers. Students and school personnel were drawn from a sample of 12 schools selected from a total of 341 schools in Indiana. Results showed that (1) vocational education in Indiana is perceived more favorably than unfavorably, however, the discipline areas of vocational education are not viewed in the same manner by the general public, parents, students, school personnel, and employers, and (2) perceptions and opinions related to vocational education are influenced to a greater degree by personal and physical exposure to vocational education programs rather than through indirect more passive approaches. Recommendations are included in this report. (SH)

ED 136 016 CE 010 135

**Herring, Don R.**

**Identification and Validation of Competencies for Teacher Education—Agriculture.**

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Aug 76

Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Cooperating Teachers, Cooperative Planning, Curriculum Development, Curriculum Research, Higher Education, Job Analysis,

\*Job Skills, Models, \*Performance Based Teacher Education, Program Development, State Surveys, \*Task Analysis, Teacher Attitudes, Teacher Education Curriculum, Teacher Educators, Teaching Skills, \*Vocational Agriculture Teachers

**Identifiers—**Texas

Three project objectives were (1) to identify the competencies required for entry into the professional role of the teacher of vocational agriculture (exclusive of the technical competencies of scientific agriculture), (2) to validate the competencies identified, and (3) to initiate procedures for incorporating the validated competencies into the teacher education programs of the nine universities providing certification programs for vocational agriculture teachers in Texas. A list of teacher competencies was developed based on review of the literature, a working conference of teacher educators, and a pilot test with vocational agriculture teachers. The final list was incorporated in an instrument designed to illicit the respondent's opinion of the importance of each of 135 competency statements. Responses were secured from 311 of the 349 vocational agriculture teachers serving as supervising teachers in Texas (89%) and from 22 of 24 teacher trainers (92%) and 14 of 15 State staff personnel (93%). Data were compiled and became the basic documentation for decision-making at a second working conference of teacher educators to initiate procedures for incorporation of the validated competencies into teacher education programs of the nine universities. Outcomes, in addition to the identification and validation of a core of essential professional competencies required by vocational agriculture teachers, include the establishment of a base for the development of curriculum materials and laboratory experiences through cooperation among the agricultural education departments of the State. Another result has been development of a transportable model that could be used by other vocational teacher education disciplines to accomplish similar outcomes. (The report includes the list of competencies with mean ratings for each respondent group.) (LAS)

ED 136 017 08 CE 010 146

**Paul, John T.**

**Career Education Program. Final Program Report.**

Clark County School District, Las Vegas, Nev. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502A950017; F9003VW; V361028

Pub Date 30 Jun 76

Grant—OEG-0-73-5293

Note—33p.; For a related document see CE 010 147

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Career Education, Comprehensive Programs, Counseling Programs, Demonstration Projects, \*Educational Objectives, Elementary Secondary Education, Program Descriptions, \*Program Development, Program Effectiveness, Program Planning, School Districts

**Identifiers—**Nevada

Status and success of the Clark County School District (Nevada) K-12 Career Education Program are outlined. Phase 1 and phase 2 objectives are described in terms of steps used to insure success for the program component, processes, or activities used to achieve success, and status of the objective. Appendixes contain computer printouts of year-to-date summary of project activities, an agenda for the Profile Counseling Program, sample of a letter sent to career education advisory committee members, and an outline of career education programs implemented in the district at elementary, intermediate, and secondary school levels. (TA)

ED 136 018 08 CE 010 148

**A Career Education Counseling Project. Final Report.**

Corpus Christi Independent School District, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502-V65-0015

Pub Date Aug 76

Grant—OEG-0-73-5255

Note—106p.; For related documents see CE 010 149 and ED 118 785

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**Administrator Attitudes, \*Career Education, Comprehensive Programs, Counsel-

ing Programs, Curriculum Development, Demonstration Programs, Elementary Secondary Education, Occupational Guidance, \*Program Development, \*Program Effectiveness, Program Evaluation, School Districts, Student Attitudes, Teacher Attitudes, \*Vocational Development

Identifiers—Texas (Corpus Christi)

Covering the period of June 1975 to June 1976, the final year of a 3-year career education counseling project in the Corpus Christi schools, this report describes activities focused on implementing career education concepts into new project schools while maintaining and improving activities in the first- and second-year schools. Components of the project emphasized awareness and career orientation for K-6, established career resource areas in junior high school libraries, and developed career guidance and placement centers in the senior high schools. The placement component continues to provide employment experiences to individual students. Conclusions reported include the following: Positive career education (CE) movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students appreciate the opportunity to experience decisionmaking strategies. Community representation in the schools has established a liaison between business and education. Appendixes contain outlines of content for staff development workshops and lists of instructional materials for use at various grade levels. (TA)

ED 136 019 08 CE 010 149

Mowseian, Richard

Corpus Christi Independent School District Career Education Project, 1975-1976. Final Evaluation Report.

Corpus Christi Independent School District, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—90p.; For related documents see CE 010 148 and ED 118 785; Evaluation developed by ARBEC, Inc.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrator Attitudes, \*Career Education, Comprehensive Programs, Counseling Programs, Demonstration Programs, Educational Assessment, Elementary Secondary Education, Program Attitudes, \*Program Effectiveness, Program Evaluation, Questionnaires, School Districts, Statistical Analysis, Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers—Texas (Corpus Christi)

The third-party evaluation description, data and conclusions are presented for the third year of the Corpus Christi Independent School District (CCISD) career education project. The evaluation sought to identify those parameters of career education (CE) that are exemplary and feasible for long term incorporation within the school system. Two major parameters were identified: (1) Conduct an indepth evaluation of select exemplary classroom units at grades 3, 5, 9, and 11, involving pre/posttesting and indepth interviewing, and (2) attempt to gain a longitudinal perspective, across three years, of CE in the CCISD. Data were gathered from students and teachers for reviewing these dimensions. Conclusions reported included the following: Positive career education movement and involvement throughout the school district has occurred and objectives are being achieved. Teachers, students, and administrators feel that CE is effective and is a worthwhile expenditure of resources in terms of student development. Materials are viewed as motivational in that the relationship between education and life are explored. Data indicate that students found their exposure to CE beneficial and would like more of it. Appendixes contain questionnaires used in the study. (TA)

ED 136 020 08 CE 010 153

Hood, Theresa W. Thompson, Christopher W. An Operational Blueprint for Health Career Education and Training Program. Final Report.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—VO299VZ

Pub Date 30 Jun 76

Grant—OEG-0-74-1652

Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Career Choice, \*Career Education, Career Exploration, Career Planning, Comprehensive Programs, \*Curriculum Development, Developmental Programs, Disadvantaged Groups, Educational Administration, Educational Objectives, Employment Qualifications, \*Health Occupations Education, \*Interagency Cooperation, \*Management Information Systems, Minority Groups, \*Models, Paramedical Occupations, Post Secondary Education, Program Descriptions, Program Development, Secondary Education, \*Vocational Counseling, Vocational Education

Identifiers—District of Columbia

An operational blueprint for health career education and training was designed to provide the District of Columbia public schools with a documented strategy for implementing a comprehensive, multifocal health careers program. The blueprint will establish a mechanism for interagency communication and cooperation at all levels, involving all aspects of health career education and training; establish a framework for identifying individual black, minority, and disadvantaged youth early in their secondary education in order to assist them in exploring careers in the health services field; and delineate the scope of counseling and related supportive services required to assist those students making a health career choice to successfully complete the selected career training and/or educational program. This report describes the development of the operational blueprint, emphasizing management functions related to implementation of health career education and training. Other components delineated include needs assessment, education and training, and student recruitment and counseling. The appendix briefly outlines criteria for certification for the following occupations: Dental assistant, dental laboratory technician, nurse aide, orderly, ward clerk, dietary aide, electrocardiograph technician, licensed practical nurse, certified laboratory assistant, prosthetist and orthodontist technician, physical therapist aide, and medical secretary. (TA)

ED 136 021 08 CE 010 156

Parsons, Edgar A.

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume III. Bibliography.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0135VZ

Contract—OEC-0-74-1754

Note—74p.; For related documents see CE 010 156-158

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Annotated Bibliographies, Demonstration Projects, \*Disadvantaged Youth, Educational Planning, Educational Research, Elementary Secondary Education, \*Handicapped, Program Descriptions, Special Education, \*Vocational Education

This annotated bibliography is the third volume of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is designed to provide a quick, efficient, and useful reference work for vocational education practitioners concerned primarily with programs for the disadvantaged and handicapped. The entries are grouped into five major sections: (1) Demonstration Projects, (2) Research Studies, (3) Curriculum Development Materials, (4) Inservice Training Information, and (5) Program Planning and Development Information. The annotations are divided into the subcategories of journal articles, unpublished or information retrieval system articles, and monographs and government publications. The entry format includes description of the report, suggested use, and reference for obtaining the report. (SD)

ED 136 022 08 CE 010 157

Parsons, Edgar A. And Others

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume I. Technical Report.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0135VZ

Pub Date 25 Dec 75

Contract—OEC-0-74-1754

Note—319p.; For related documents see CE 010 156-158; Tables and charts may be marginally legible

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—\*Disadvantaged Youth, \*Educational Assessment, \*Educational Needs, Educational Planning, Educational Research, Geographic Distribution, \*Handicapped, National Surveys, Program Descriptions, \*Program Effectiveness, Racial Differences, Secondary Education, Sex Differences, Special Education, State Programs, \*Vocational Education

Primary objectives of a national study were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. Emphasis was placed on the disadvantaged, as defined in P.L. 90-576. Surveyed programs were selected from nominations by State consultants with responsibility for special needs programs, State advisory councils, and other selected sources. Ninety-eight program administrators (62% of the sample) completed a survey questionnaire designed to accept all measurable program resources. Seventy-eight program elements were classified into eight program components. (Resource use patterns are documented in tabular form to facilitate program planning, budgeting, and review at all levels.) A seven-step procedure, utilizing data provided by participating program administrators was developed. (Estimates of needs are provided at national and State levels and for four types of program environments.) Findings suggested that (1) while difficult, successful vocational education for the disadvantaged is being demonstrated, (2) significant numbers of eligible students are not served, (3) the 15% set-aside funds are inadequate—12-20 times more could be expended effectively. This volume, one of a three-volume report on the national study, contains five chapters: Introduction; Literature Review, Issue Oriented Seminars, and State Plans Analysis; Methodology and Procedures; Results; and Conclusions. Appendixes include summaries of two issue oriented seminars, sample correspondence, the master program list (coding system and system explanations), and the program administrator questionnaire. (HD)

ED 136 023 08 CE 010 158

Parsons, Edgar A. And Others

Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped. Final Report. Volume II. Compendium of Descriptions of Exemplary Programs.

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0135VZ

Pub Date 25 Dec 75

Contract—OEC-0-74-1754

Note—236p.; For related documents see CE 010 156-158

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Career Education, \*Demonstration Projects, \*Disadvantaged Youth, Educational Alternatives, Educational Resources, \*Handicapped, Program Descriptions, Secondary Education, Special Education, \*Vocational Education

This volume is the second of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is a compendium of descriptions of successful programs serving vocational education disadvantaged



students. It is intended to be a resource document for those interested in developing and/or improving programs to serve the population (State consultants, local administrators, teachers, counselors, etc.). Fifty-five entries are included in the compendium, drawn from the total of 158 programs surveyed during the study. The entries are categorized by program type and by program environment in order to facilitate the reader's particular interest in specific types of programs and settings. Each compendium entry has been written to conform to a general format consisting of seven parts: (1) Identification information, (2) program information, (3) instructional program, (4) special features, (5) results of evaluation efforts, (6) funding mechanisms, and (7) who to contact for more information. (HD)

**ED 136 024** 08 CE 010 165  
Bingham County Developmental Career Education  
Emphasizing Career Awareness, Orientation,  
Exploration, and Preparation for the World of  
Work. Final Report.

Snake River School District 52, Blackfoot, Idaho.  
Spons Agency—Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Bureau No—V-361100

Pub Date Jul 76

Grant—OEG-0-73-5300

Note—417p.; For a related document see ED 126  
313; Some pages may be marginally legible

**EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.**

Descriptors—Career Awareness, \*Career Education,  
Career Exploration, \*Comprehensive Programs,  
County Programs, Curriculum Development,  
Demonstration Projects, Developmental  
Programs, Educational Objectives, Elementary  
Secondary Education, Instructional Materials,  
Material Development, Program Descriptions,  
\*Program Development, \*Program Effectiveness,  
Program Evaluation, Student Placement  
Identifiers—Idaho (Bingham County)

Covering the period of June 1973 to June  
1976, this final report describes objectives, activities,  
results, and accomplishments to date of a  
career education project serving nearly 10,000 K-  
12 students in five school districts in Southeast-  
ern Idaho. Accomplishments listed for continued  
implementation in the third operational year include  
these: An inservice teacher workshop;  
development and dissemination of curriculum  
units; a followup study of high school graduates;  
career placement services; two mobile resource  
laboratories—a model office simulation (BOP,  
Inc.) and a career information center (PACE);  
and skill training programs. The report of the  
third party evaluation, which involved student  
testing, questionnaires, and review of records and  
materials, is appended. Findings are reported for  
each of the seven project objectives and measure  
the extent to which objectives were attained.  
Other appendices include role descriptions for  
project personnel; units, activities, and materials  
for career education K-12; summary report of  
third party evaluator; guide for implementing  
career education; and program description and  
materials for the PACE Center and for BOP, Inc.  
(TA)

**ED 136 025** 08 CE 010 167  
Lewis, Morgan V. And Others  
Nontraditional Vocational Educational Programs  
for Women. Final Report.

Pennsylvania State Univ., University Park. Inst.  
for Research on Human Resources.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—V0134VZ

Pub Date Nov 76

Grant—OEG-0-74-1753

Note—297p.

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—\*Career Choice, Comprehensive  
High Schools, Counselor Attitudes, Counselor  
Role, Educational Research, \*Females, High  
School Students, Occupational Aspiration,  
Parent Attitudes, Parent Influence, Senior High  
Schools, Sex Role, \*Sex Stereotypes, Student  
Attitudes, Student Experience, Student Motivation,  
\*Student Recruitment, Surveys, Teacher  
Attitudes, Teacher Influence, \*Vocational Education,  
Vocational High Schools

A study concerned with ways to increase occupational  
opportunities for women (but not intended  
as a study of sex discrimination) has been undertaken  
to identify steps that can be taken to

encourage young women to enter vocational  
areas that have been traditionally limited to  
males. Eleven vocational and comprehensive high  
schools were located that had enrolled at least  
five females in one or more nontraditional courses.  
Although these schools had no programs to  
encourage females to enter nontraditional areas,  
females were enrolled in such areas as vocational  
agriculture, printing, industrial chemistry, or  
television arts. Ten of the eleven schools were  
visited by members of the study team. In each,  
classes with females in traditionally male areas  
were observed and the teachers of these classes  
were interviewed. Interviews were also conducted  
with counselors, administrators, and small groups  
of traditional and nontraditional students. A local  
coordinator was selected at each school who  
generated a sample of current and former students  
(in both traditional and nontraditional programs).  
A total of 1,014 permission forms were  
distributed and completed questionnaires were  
obtained from 520 students (51%). Questionnaires  
were collected by mail from 356 of 743  
former students (48%). Questionnaires focused  
on attitudes, experiences, career plans, and family  
background. Questionnaires dealing with education,  
occupation, and attitudes were also collected  
from 366 (67%) of the parents of student  
respondents. The report presents data analysis,  
findings, and conclusions in three parts: (1) Influences  
on the students' choice of a nontraditional  
program and examination of their school  
experiences and attitudes, (2) counselors' and  
teachers' perceptions of and attitudes toward  
nontraditional enrollments, and (3) postgraduation  
employment experiences of students.  
Questionnaires and interview guides are appended.  
(LAS)

**ED 136 026** 08 CE 010 171  
Implementation of a State-Wide Computer-Based  
Occupational Information System with Multi-  
Facet Delivery Systems.

Tennessee Univ., Knoxville. Coll. of Education.  
Spons Agency—Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Bureau No—498AH50245

Pub Date Sep 76

Grant—OEG-00-75-00322

Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Career Choice, \*Career Exploration,  
Computer Oriented Programs, \*Delivery  
Systems, Exceptional Students, \*Information  
Systems, Information Utilization, Instructional  
Materials, \*Occupational Information, Post  
Secondary Education, Secondary Education,  
\*Statewide Planning, Vocational Education  
Identifiers—\*Tennessee

The specific objectives of the project were to  
(1) computerize previously developed occupational  
information for on-line delivery capabilities as  
well as for development of computer output  
microfiche, (2) develop manual pinpoints to aid  
secondary and postsecondary students in exploring  
occupational information, (3) develop special  
materials for blind students and for slow learners,  
(4) develop user guides on use of the various  
delivery systems, and (5) provide cost data on  
the different systems. An updated version of Tennessee's  
occupational information was computerized  
to provide on-line teletype terminal access  
to the information. Direct copy microfiche was  
developed from the printed data base. Manual  
career exploratory pinpoints for accessing the junior  
high occupational information as well as the  
secondary-postsecondary version of the computerized  
information were developed. In addition,  
braille and audio tape materials were developed  
for use by blind students and filmstrips with audio  
tape narrations were developed for use by slow  
learners. User guides were developed for use by  
students, parents, teachers, counselors, and  
librarians on the use of each of the different  
types of delivery systems. Evaluation data collected  
from students, parents, teachers, counselors,  
and librarians revealed all the occupational  
information delivery systems were accepted  
favorably. Suggestions were received from users  
for making minor revisions in each delivery  
system to improve its use. This report includes a  
detailed description of the project's methodology,  
evaluation results, and summary of findings.  
(HD)

**ED 136 027** 08 CE 010 172

Gilles, Donald M.

A Statewide Manpower/Curriculum Management  
System. Final Report.

Oregon State Dept. of Education, Salem. Career  
and Vocational Education Section.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—V0066VZ

Pub Date Mar 76

Grant—OEG-0-74-1723

Note—181p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Curriculum Development, Curriculum  
Planning, Job Skills, Learning Modules,  
\*Management Information Systems, Manpower  
Development, \*Manpower Needs, Material  
Development, Occupational Guidance, Occupations,  
State Programs, Systems Development,  
Task Analysis, \*Vocational Education  
Identifiers—Oregon

Because Oregon has witnessed dramatic growth  
and interest in vocational education in the last 10  
years as schools began implementing vocational  
education at an accelerated rate, the primary  
purposes of the project were to strengthen and  
expand applied research efforts in the areas of manpower  
analysis, counseling and guidance, and curriculum  
development. The project provided a means to further  
the development of a "data base system" in Oregon  
with components related to manpower and curriculum  
development. It also provided for the completion of the  
Career Program Planning System (CPPS) in Oregon. With  
CPPS completed, Oregon is able to identify occupational  
needs for some 2,800 occupations in 18 major  
occupational areas. These areas include agriculture,  
marketing, health, food service, accounting, clerical,  
stenographic, stenographic, industrial mechanics,  
construction, electricity-electronics, metals, child  
care, clothing, institutional and home management,  
drafting, graphics, service occupations, and forest  
products. The development of CPPS also has provided a  
means to assign the number of trained vocational  
graduates to specific clusters and related U.S. Office  
of Education (USOE) instructional program areas. (This  
report describes project design and procedures and  
lists conclusions and recommendations. Half of it  
consist of appendices: Sample task analysis, task  
analysis procedures, task analysis questionnaire,  
learner module cover format, guidelines for module  
format, sample module, sample work experience  
training plan, and miscellaneous tables.) (WL)

**ED 136 028** 08 CE 010 173

Morton, J. B. And Others

The Comparative Efficacy of Selected Manpower  
Demand Project Techniques on Diversified  
Populations. Final Report.

Oklahoma State Dept. of Vocational and Technical  
Education, Stillwater.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—V0101VZ

Pub Date Jan 76

Grant—OEG-0-74-7837

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Cost Effectiveness, \*Employment  
Projections, Job Market, \*Manpower Needs,  
Measurement Techniques, Needs Assessment,  
\*Occupational Surveys, \*Predictive Measurement,  
Predictive Validity, Predictor Variables,  
Statistical Analysis, Statistical Surveys, Test  
Reliability, Test Validity

Identifiers—\*Modified Area Skill Survey,  
\*Modified Industry Occupation Matrix,  
Oklahoma

A study compared a Modified Area Skill Survey  
(MASS) with a Modified Industry/Occupation  
Matrix (MIOM) method of projecting manpower  
demand. The comparison was made with regard to  
the bias and precision of the estimates of the two  
projection methods on populations of varying size.  
To achieve the comparison, each method was applied  
to the same population and estimates of future  
employment were obtained. A survey of the population  
was conducted one year later to obtain actual  
employment. The results were then tabulated for  
each projection method and a comparison of the  
results made using a paired sign test on the  
precision estimates and a paired t-test on the  
estimates of future employment. The results of the  
bias and precision comparison.

parisons were not conclusively in favor of either projection technique. However, the cost involved in implementing the two techniques is so drastically different, it was concluded that the MIOM is more desirable for counties of all sizes. (Editor/JT)

ED 136 029 08 CE 010 174

Whitfield, Richard W.  
A Comparative Study of State Staffing Patterns and Delivery Systems of Vocational Education and Their Relative Effectiveness. Final Report. Connecticut Univ., Storm. Dept. of Higher, Technical, and Adult Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Bureau No.—V0221VZ  
Pub Date Apr 76  
Grant—OEG-0-74-1644  
Note—164p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.  
Descriptors—\*Administrative Organization, Comparative Analysis, \*Delivery Systems, Educational Research, Expenditures, Higher Education, Post Secondary Education, \*Program Effectiveness, Schools, Secondary Education, Staff Improvement, Staff Utilization, \*State Boards of Education, State Federal Aid, State Programs, \*Vocational Education

This study, which grew out of increasing concern over vocational educators' tendency to seldom look at the "gestalt" of State vocational education organizational structure, shows some potential ways of looking at the vocational education system which have heretofore not been attempted. This study also provides for those who have not addressed the issue of "the system", findings which should give new insights into the forces working within vocational education which effect its output. Seven chapters are included: (1) Introduction (The Problem, Purpose of the Study, Data, and Special Concerns and Limitations), (2) State Administration (State Boards of Education, State Board of Vocational Education, State Board of Vocational Education Structure, State Director of Vocational Education, State Vocational Staff Descriptions, Expenditures), (3) Delivery Systems (General Description of Schools by USOE Category, Delivery System Description, Descriptions, and Local Staff), (4) Program Effectiveness (Presentation of Effectiveness Data), (5) Data Treatment, (6) Data Presentation, and (7) Findings and Conclusions. The appendices contain flow charts of four generalized patterns of organization; U.S. official definitions of types of institutions; titles used by different States to describe institutions; data by State for changes in Federal expenditures per pupil, total expenditure per pupil, staff enrollments, and placement and completion; institutional types used by each State, and the data collection instrument and instructions. (HD)

ED 136 030 08 CE 010 176

Washburn, George  
Guidance, Counseling, Placement and Follow-Up Services Project. Final Report.  
Boise City Independent School District, Idaho.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Bureau No.—V0337VZ  
Pub Date 23 Jan 76  
Grant—OEG-0-74-1559  
Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.  
Descriptors—\*Career Education, Career Exploration, Curriculum Development, Demonstration Projects, Educational Objectives, Guidance Programs, \*Guidance Services, High School Students, Job Placement, \*Occupational Guidance, Parent Attitudes, Program Descriptions, \*Program Development, Program Evaluation, \*Resource Centers, School Districts, Secondary Education, Student Attitudes, Vocational Counseling, Vocational Followup  
Identifiers—Idaho (Boise)

A secondary level career education program was implemented which focused on guidance, counseling, placement, and followup services for students within the Boise Independent School District, Idaho. Procedures followed in achieving project goals and objectives were (1) to develop a career and educational information center, (2) to use the center by involving students, teachers, and counselors, (3) to develop supplementary materials for the majority of school disciplines which will tie the subject area with career in-

vestigation, (4) to develop a placement service component which can involve all students in target schools, and (5) to develop a followup component which will point up the needs in career education. Following data analysis and evaluation, these recommendations were made: Permanent centers should be established at each high school. Each center should have a paraprofessional manager. The center must be adequately funded. Followup and placement activities should be among the functions of the center, but the center should not have the sole responsibility of these functions. The center must be located in a traffic pattern and be adequate in size to house student groups. Establishment of a student procedure for use of the center is necessary. Inservice for school personnel in necessary for establishment. Appendixes contain materials and studies used during the project. (TA)

ED 136 031 08 CE 010 177

Kettner, Joseph N., Jr.  
Determining Performance Levels of Competencies for Job Entry of Data Processing Programmers. Final Report.  
District 1 Technical Inst., Eau Claire, Wis.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No.—03-009-151-226  
Pub Date Jun 76  
Note—127p.; Some tables may be marginally legible

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.  
Descriptors—Associate Degrees, Curriculum Research, \*Data Processing, Data Processing Occupations, Employee Attitudes, Employer Attitudes, Graduates, Graduate Surveys, \*Job Skills, \*Programmers, State Surveys, \*Task Analysis, Technical Education  
Identifiers—Wisconsin

A study was conducted to determine the performance levels of competencies for job entry as a data processing programmer. Specifically, the study sought to answer: (1) What tasks are performed by entry level programmers? (2) How frequently are these tasks performed? (3) What level of performance is necessary for these tasks? (4) How important are these tasks? and (5) What is the future projected need for these tasks? Both questionnaire and followup interviews were used. The population consisted of all data processing associate degree program graduates at nine Wisconsin vocational, technical, and adult schools for 1973 to 1975 and their supervisors/employers. A questionnaire was developed in which respondents were asked to rate each of 75 tasks on a five-point scale relevant to four criteria: Frequency, performance, importance, and future need. Questionnaires were mailed to each of 508 graduates (one for the graduate, and one for his employer/supervisor). There was approximately 50% response. Followup interviews were conducted with 26 graduates and 21 employers to supplement and verify the data. Both graduates and employers tended to rank the four areas the same for all six groups of tasks (systems analysis and design, program design, coding, testing and debugging, documentation, and miscellaneous). Interviews indicated that many businesses are using or are considering an on-line system in the near future. It was concluded that the Wisconsin vocational, technical, and adult education system is currently emphasizing the proper tasks needed for entry-level programmers. Many employers indicated that operation experience was very important to being a successful entry-level programmer. (Recommendations are included and the questionnaire, interview guides, and complete findings and data analysis are included.) (LAS)

ED 136 032 CE 010 178

McLeod, Pat N. Tobias, Jeanette  
Job Placement Services Research Study.  
North Texas State Univ., Denton. Dept. of Occupational Education.  
Spons Agency—Texas Education Agency, Austin.  
Div. of Occupational Research and Development.  
Pub Date Aug 76  
Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.  
Descriptors—\*Administrator Attitudes, \*Employment Services, \*Evaluation Criteria, Guidance Programs, High School Students, \*Job Place-

ment, \*Needs Assessment, Occupational Guidance, Program Evaluation, Program Planning, Public School Systems, Pupil Personnel Services, Questionnaires, School Districts, Secondary Education, State Standards, State Surveys, Vocational Counseling  
Identifiers—Texas

A mailout questionnaire was used in a study which focused on three areas of inquiry: (1) Needs assessment for job placement programs in public schools as viewed by superintendents of school districts and vocational administrators of occupational programs, (2) assessment of the perceived and established benefits of a placement program from the viewpoint of superintendents, vocational administrators, and placement program personnel, and (3) criteria standardizations of placement programs to provide administrators at the State and local levels of education data for making management decisions. Subjects were the 1,156 independent school district superintendents in Texas, the 236 vocational administrators of occupational programs in those districts, and the placement service program coordinators in the 32 schools operating placement programs. Response from each group was over 70%. Based on the study, several criteria appear to be factors in determining the priority on which applicants for employability skill development and job placement services should be evaluated. These include likelihood of administrative support, availability of facilities, high dropout ratio, urban and larger school districts, availability of vocational teaching units, schools demonstrating other areas of need such as low placement, commitment of local school districts to provide partial funding, and districts willing to abide by State guidelines to insure a uniform statewide effort. It is concluded that there are considerable perceived needs for and favorable attitudes toward the benefits of a placement program. Appendixes contain the research methodology, sample description, sample recovery, survey instruments, and followup contact letter. (TA)

ED 136 033 CE 010 179

Stead, Floyd L. Hartnett, Richard A.  
A Third Party Evaluation of the Region V, Regional Education Service Agency, Career Oriented Education Program: 1975-76.  
West Virginia Univ., Morgantown. Office of Educational Research and Field Services.  
Spons Agency—Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston.  
Bureau of Vocational, Technical, and Adult Education.

Bureau No.—V361161  
Pub Date 6 Sep 76  
Grant—OEG-0-73-5295  
Note—265p.; Parts of the appendix will not reproduce well due to faint type or photographs

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.  
Descriptors—\*Academic Achievement, Administrator Attitudes, \*Career Education, Comprehensive Programs, Demonstration Programs, Educational Assessment, Educational Objectives, Elementary Secondary Education, \*Program Administration, Program Descriptions, \*Program Development, \*Program Effectiveness, Program Evaluation, Regional Programs, Student Attitudes, Teacher Participation  
Identifiers—West Virginia

A comprehensive third-party evaluation of a regional career education project covering an eight-county area in West Virginia focused on the project's most recent year of operation (1975-76). The evaluation attempted to measure the degree of attainment of stated goals and objectives and was designed to develop a guide and lend direction to local schools in designing comprehensive career education programs. A process/product evaluation model focused on three developmental stages within the career education program: Career awareness (grades 3 and 6), career exploration (grade 9), and career preparation (grade 12). The process component, featuring specific operational and procedural (e.g., organization, materials, inservices) aspects of the program, was assessed by means of analysis of all available project records; interviews with selected personnel: county superintendents, principals, and teachers; and unobtrusive measures. The product component, incorporating expected changes in the behavior of selected students (in

grades 3, 6, 9, and 12) and changes in attitude and knowledge of representative administrators and teachers, was studied through specialized tests. It was found that the process dimension attained creditable success in both implementation and support and that career education awareness by teachers saturates the region. Since it was not possible statistically to attribute student career development gains directly to teacher participation, the establishment of behavioral objectives that relate learning activities (process) and learning outcomes (product) is recommended. (Appendixes, one-third of the report, contain demographic description, evaluation instruments, project publicity, and data tables.) (TA)

**ED 136 034** 08 CE 010 180

Blaschke, Charles L. Steiger, JoAnn  
Models and Procedures for Improving the Planning, Management, and Evaluation of Cooperative Education Programs. Final Report. Volume I.

Education Turnkey Systems, Inc., Washington, D.C.; Steiger, Fink, and Koseoff, Inc., McLean, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50102

Pub Date Jun 76

Grant—300-75-00435

Note—121p.; For a related document see CE 010 181

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Cooperative Education, \*Cooperative Programs, \*Evaluation Criteria, Management, \*Models, \*Program Administration, \*Program Evaluation, Program Planning

This report of a project to design a set of training guidelines for planning, managing, and evaluating cooperative education programs describes briefly the procedures used in developing the guidelines and model; discusses the various components of the planning, management, and evaluation process; and presents guidelines and criteria for designing an evaluation component and subsequent training workshop. The report is intended to be useful to local education agency project staff involved in planning, managing, and evaluating cooperative education programs. There are nine chapters in the report: (1) A discussion of the need for training in program planning, management, and evaluation, (2) a description of the procedures used in the project to identify and examine a number of cooperative education programs nominated as being exemplary by State education agencies, (3) discussion of planning and managing education programs in general, (4) examination of special problems in planning and managing cooperative education programs, (5) review of basic models (student outcome, program process, and policy evaluation models) for evaluating special programs and projects, (6) presentation of the evaluation model developed by the project and suggested for cooperative education, (7) guidelines for planning and management components of cooperative programs, (8) guidelines for the evaluation model components, and (9) format, guidelines, and sample materials for a training workshop on the model. (Volume II, bound separately, contains appendixes: Materials on project management, objectives, evaluation, and follow-up collected from the exemplary programs that were examined as background for developing the model.) (HD)

**ED 136 035** 08 CE 010 181

Blaschke, Charles L. Steiger, JoAnn  
Models and Procedures for Improving the Planning, Management, and Evaluation of Cooperative Education Programs. Final Report. Volume II.

Education Turnkey Systems, Inc., Washington, D.C.; Steiger, Fink, and Koseoff, Inc., McLean, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—498AH50102

Pub Date Jun 76

Grant—300-75-00435

Note—149p.; For a related document see CE 010 180

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Cooperative Programs, Educational Objectives, Management, Program Evaluation, Vocational Followup

These appendixes contain (1) correspondence related to selection of exemplary cooperative education programs for study in developing guidelines for planning, managing, and evaluating such programs and (2) materials collected from the programs identified relating to project management, objectives, program evaluation, and followup. (Volume I, the body of the report, which is bound separately, contains a brief description of procedures used in developing the guidelines, discusses the various components of the planning, management, and evaluation process, and outlines a training program for administrators.) (JT)

**ED 136 036** 08 CE 010 184

McMinn, James H.

A Research and Development Project in Career Education. Final Report.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V361006L

Pub Date Sep 75

Grant—OEG-0-75005

Note—133p.; Photographs may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Career Education, Comprehensive Programs, \*Curriculum Development, Demonstration Projects, Elementary Secondary Education, Fused Curriculum, Program Descriptions, \*Program Effectiveness, Program Evaluation, School Districts, School Industry Relationship, Student Attitudes, Surveys, Teacher Attitudes, Teaching Techniques

Identifiers—Mississippi

A career-centered program in the Louisville, McComb, and Winona Municipal Separate School Districts, Mississippi, attempted to bridge the gap between the world of work and the school curriculum for students in grades 1-12. The following specific objectives were established: (1) To develop personal, social, economic and decisionmaking skills in all students, (2) to increase elementary students' awareness of the world of work, (3) to provide career orientation and exploratory experiences for junior high or middle school students, and (4) to provide job preparation in a wide variety of occupational areas for students in grades 10-14. Third-party evaluation instruments were used to assess attitudes of teachers and students concerning the career concept. Data were collected by reviewing reports, conducting visits to the career projects, reviewing instructional materials, and interviewing teachers and administrators. It was concluded that there was sufficient public and teacher acceptance demonstrated to term the career project an asset to the school districts involved. One-fifth of the report is a project summary: Goals, description, activities, and accomplishments. The third-party evaluation report, constituting the remainder of the report, contains a description of the counties, including an occupational breakdown of locale; description of the school system; background information and description of the research project, including samples of newsletters and photographs of student activities; and evaluation analysis, conclusions, and summary. (TA)

**ED 136 037** 08 CE 010 190

Heitzeg, Howard Jeter, Kaye

Pontiac Adult-Student Learning System. Final Evaluation Report. Project Years 1973-76.

Pontiac City School District, Mich.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—V361048

Pub Date 76

Grant—OEG-0-73-5287

Note—78p.; Several pages of the Evaluation

Design Worksheets may not reproduce well

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Career Exploration, Data Analysis, Demonstration Projects, Job Skills, Program Descriptions, \*Program Development, \*Program Effectiveness, School Districts, \*School Industry Relationship, Secondary Education, Skill Development, \*Vocational Development, \*Vocational Education, Vocational Followup, Work Experience Programs

Identifiers—Michigan, Michigan (Pontiac)

The Pontiac Adult-Student Learning (PALS) Program's three years of operation are described in this report. (The primary goal of the project was to broaden the career horizons and aspira-

tions of students in Pontiac's (Michigan) two high schools through an instructional program which would include student work experience through cooperative efforts between area industries and businesses and the Pontiac schools.) Five major sections are included: Statement of Problem, Overview of Project, Goals and Objectives, Data Analysis and Conclusions, and Evaluation Design Worksheets. The major portion of this report is included in the section, Data Analysis and Conclusions, in which each of the following project outcomes and supportive data are examined: Teacher inservice training; delivery of followup for inservice participants; pilot one semester placement program for 11th and 12th grades; institute support of the project by business and industry; disseminate the PALS curricula throughout district, State, and nationwide; pilot and research program for girls on choosing non-sex role stereotyped occupation; place PALS in the regular school day as a regular class; complete a followup of PALS students; continue career classes and increase number of students in program; involve parents in PALS program; and research decisionmaking process. Tables, graphs, and other supplementary information are included. (SA)

**ED 136 038** CE 010 191

A Survey of the Manpower Training Needs of Connecticut Business and Industry with Special Emphasis on the Development of a Computer-Based Model for Vocational-Career Information Delivery Systems. Final Report.

Connecticut Business and Industry Association, Hartford.; Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 76

Note—103p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Business, Delivery Systems, Educational Needs, Elementary Secondary Education, \*Employment Projections, \*Industry, Labor Supply, \*Manpower Needs, Models, \*Needs Assessment, Occupational Guidance, Research, Trade and Industrial Education, \*Vocational Development

Identifiers—\*Connecticut

Conducting a survey of manpower training needs of business and industry in Connecticut and identifying elements of a vocational-career information delivery system were the two major focuses of the study described in this report. Content is presented in three chapters. Chapter 1 reviews and analyzes the manpower training needs survey and results. Some of the major findings/conclusions presented are (1) Connecticut's businesses are unable to tell Connecticut's educational agencies what they need in numerical terms from the various training programs administered by the State. Long range needs of private firms are too poorly perceived to be a basis of planning by educational agencies. (2) Although Connecticut's enterprises are critical about the quality of the vocational graduates reaching them, they are unaggressive and probably unled as to the direction to take in addressing the issue. (3) There is no common occupational language employed across the State. Chapter 2 discusses long range manpower forecasting techniques and other approaches and methods for predicting manpower needs. Chapter 3 brings together a number of considerations into a model which incorporates essential elements of a complete career guidance program. The appendixes contain raw data about occupational demand and supply. (SH)

**ED 136 039** 08 CE 010 192

Schrader, Marvin A. Sharp, J. Curt

Survey of Continuing Education Needs for Secretarial Science Personnel within Lakeshore District. Final Report.

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—11-029-151-226-D

Pub Date Aug 76

Note—56p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Clerical Workers, \*Continuous Learning, \*Educational Assessment, \*Educational Needs, Employee Attitudes, \*Job Skills, \*Office Occupations Education, Post Secondary Education, Research, Secretaries, Surveys



**Identifiers—\*Wisconsin, Wisconsin (Cleveland)**

The purpose of the study was to determine whether those persons employed in a secretarial-clerical office position in the Lakeshore District (Wisconsin) felt there was a need in their occupational cluster for a series of continuing educational offerings; and if there was a need, on what bases could Lakeshore Technical Institute best develop and implement a series of continuing educational courses to fulfill that need. Questionnaires were administered to 150 secretarial-clerical office employees in the Lakeshore District and 50 supervisory personnel with a response rate of 54.67% for the secretarial-clerical employees and 46% for the supervisors. Conclusions showed that (1) most secretarial-clerical office personnel are employed under an employment policy whereby they receive reimbursement for educational tuition, (2) secretarial-clerical office personnel are interested in taking additional courses in secretarial skills areas, (3) office employees and supervisors perceive the secretarial-clerical office worker as needing the same levels of competency, and (4) most secretarial-clerical office employees prefer to take course offerings on a grade basis leading to an associate degree. This report of the study presents a complete description of the study with emphasis placed on the findings and results. Recommendations and the measurement instruments are included. (SH)

ED 136 040 08 CE 010 197

Wiley, Benares And Others

**Occupational Preparation in Hospitality and Recreation: Lodging Services, Travel Services, Recreation, Sports, Entertainment, and Cultural Services. Teacher's Guide/Student Materials.**

Contract Research Corp., Belmont, Mass.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date 76

Contract—OEC-0-74-9242

Note—323p.; For a related document see CE 010 198

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

**Descriptors—Curriculum Guides, Entry Workers, Hotels, Instructional Materials, Job Skills, \*Learning Activities, Occupational Clusters, Occupational Information, \*Recreation, Secondary Education, Senior High Schools, \*Skill Development, Teaching Guides, \*Tourism, \*Travel**

Designed to prepare students in grades 10-12 for immediate employment in a hospitality and recreation industry, this curriculum guide also provides a foundation for continuing education in the field. Four distinct components are included, each organized by units, which in turn are divided into activities. Each unit begins with an overview followed by descriptions of objectives, rationale, and concept. The components are Lodging Services (Front Office Procedures, Reservations, Convention Planning, Bed and Board: "Back of the House" Operations, and Lodging Service Resource Information); (2) Travel Services (Use of the Official Airline Guide, Use of Manuals, Making Reservations, Interviewing the Client, and Travel Services Resource Information); (3) Recreation, (Leading Groups, Planning and Organizing Programs, Designing a Playground, Individualized Skill Preparation, and Recreation Resource Information); and (4) Sports, Entertainment, and Cultural Services (Ticketing Systems, Communication Skills, Money Management, Individualized Skill Preparation, and Resource Information on Sports, Entertainment, and Cultural Services). Each of the four components consists of two major parts—resource information with suggested student activities and occupational preparation content. The resource information section provides information about the general characteristics of the hospitality and recreation industry. The occupational preparation section, divided into a teacher's guide and accompanying student materials, addresses the specific skills required for entry-level employment. (HD)

ED 136 041 08 CE 010 198

Wiley, Benares And Others

**Career Exploration in Hospitality and Recreation. Contract Research Corp., Belmont, Mass.**

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date 76

Contract—OEC-0-74-9242

Note—219p.; For a related document see CE 010 197

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

**Descriptors—Career Choice, \*Career Exploration, Career Planning, Curriculum Guides, Hotels, Instructional Materials, Job Skills, Occupational Clusters, \*Recreation, Secondary Education, Teaching Guides, \*Tourism**

This curriculum guide is designed to help students develop career decisionmaking skills which they may use throughout their lives and examine and explore hospitality and recreation occupations. Nine units are included, with each consisting of a teacher's guide and student materials. The teacher's guide includes an overview, objectives, rationale, concepts, and activity. The student materials are organized by activity and include an overview and activity explanation. Beginning units focus on the development of career decisionmaking skills in the context of hospitality and recreation occupations and later units emphasize the hospitality and recreation concepts and skills within the framework of career decisionmaking. The units are titled (1) What Is A Career? (Career Decisionmaking, and The Future), (2) How Does One Plan For A Career? (Hobbies, Occupational Analysis, and Career Paths), (3) Fun In The Sun, (4) Leisure Then and Now (What Was Leisure Like Then?, The Year 2000, Community Interviews, and Planning a Leisure Facility), (5) What Do You Need To Know? (Communicating: Welcome to the Camp, The Diagram Game, What Should I Say Now?, Managing Money, and Keeping Records), (6) Working in Hospitality and Recreation (Rock Concert, Bouncing Ball, Crystal Lake Day Camp, Zoos and So Forth, and Independent Study), (7) What Are Some Hospitality and Recreation Jobs Like? (A Look at Hospitality and Recreation Occupations, and Interviewing an Employee—for Practice and for Real), (8) What Are You Interested In? (A Self-Profile and People/Things/Ideas), and (9) What's Next (Lifestyle, Job Match—Whom to Hire? Is Everybody Happy?, and How About This Career?). (HD)

ED 136 042 08 CE 010 200

Sikorski, Linda A. And Others

**Targeting Information to Market Segments: An Action Oriented Study of Attitudes Toward Vocational Education Among Target Populations. Final Report.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0324VZ

Pub Date Feb 76

Grant—OEG-0-74-1656

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors—Behavioral Science Research, \*Disadvantaged Youth, Economic Disadvantage, Educational Attitudes, \*Educational Interest, High School Students, Low Income Groups, \*Marketing, \*Minority Groups, \*Motivation Techniques, Senior High Schools, Student Attitudes, Student Motivation, Student Recruitment, \*Vocational Education**

Research was conducted to show how segments of the population of minority and disadvantaged youth might be positively influenced by selective information campaigns to participate in vocational education programs. The first-year effort (stage 1) undertook to measure student attitudes and to develop recommendations for using this information in communicating with youth regarding vocational education. The sample studied included students from six San Francisco Bay Area school districts located in low income areas with high minority populations. Q-methodology was used to group subjects into clusters or segments of students who had reacted similarly to 48 attitude statements. Of two distinct segments, the largest (type 1) reported agreement with positive attitude statements. Type 2 students, comprising one-third of the sample, were more negative. It was concluded (1) that messages for type 2 students needed to inform them of the positive aspects of vocational education programs and to be channeled through more credible and respected sources and (2) that those for type 1 students should focus on delivery information, explaining where and how to become involved in vocational education programs. Stage 2 of the

study involved developing and testing prototype information campaigns (slide tapes) aimed at each type. The messages were presented in seven classrooms in San Francisco. Before the presentation students were asked to respond to a 10-item battery to classify them as type 1 or type 2 and then to complete a pretest. They then received (on a random basis) one of the messages and a posttest. The results indicated again the existence of the two types of students. However, with regard to immediate commitment (intent to take vocational education courses now) results were independent of treatments. (Author/LAS)

ED 136 043 08 CE 010 201

Mazzy, Shamiram

**A Task Analysis of the Clothing Service Occupations in the State of Wisconsin. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date [76]

Contract—19-071-151-226-C

Note—115p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

**Descriptors—\*Clothing, \*Clothing Maintenance Specialists, Curriculum Development, Curriculum Research, Employer Attitudes, Job Analysis, \*Job Skills, Occupational Home Economics, Occupational Surveys, Seamstresses, Service Occupations, Sewing Instruction, \*Sewing Machine Operators, State Surveys, \*Task Analysis, Textiles Instruction**

**Identifiers—Wisconsin**

A study was conducted to identify the different entry level jobs available and to determine the competencies, qualifications, and/or training important for persons seeking employment in clothing apparel and textile service occupations in the State of Wisconsin. The four occupations studied were sewing machine operator, fabric specialist, alterations hand, and laundry and dry cleaners. Four separate questionnaires were designed and sent out to 151 randomly selected companies: 39 laundries and dry cleaners, 35 fabric stores, 32 alterations establishments, and 45 sewing machine operator employers. To obtain information about the personal characteristics desired in employees, 20 professional visits were made to interview five respondents in each of the four job areas. The data obtained from each questionnaire was tabulated, computed, and evaluated separately within each job area, using means, standard deviation, median, and rank order. The four questionnaires are included, as are the task lists with mean frequencies, and recommendations for setting up a clothing service curriculum based on the study's conclusions. (Author/HD)

ED 136 044 08 CE 010 204

Perrone, Philip And Others

**Counseling Needs of Adult Students.**

Wisconsin Univ., Madison.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—19-025-151-226

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors—\*Adult Education, Educational Needs, Educational Research, Information Needs, Post Secondary Education, Questionnaires, \*Sex Differences, \*Student Needs, \*Vocational Counseling, \*Vocational Education**

**Identifiers—Wisconsin**

The purpose of the study was to identify the counseling needs of the adult student enrolled in vocational-technical schools, and specifically to identify the vocational, financial, educational, personal, and social concerns reported by students. A paper-and-pencil questionnaire was administered to a total of 1,817 subjects—1,514 full- or part-time students attending one of three area vocational-technical schools in Wisconsin during 1975-76, and 303 from the same three communities who were considering returning to school but who were not enrolled at the time of the study. The particular schools were selected to insure representative sampling across size of institution, rural vs. urban setting, and area of the State. Results showed that sex, age, and full-time/part-time status all appear to be related to the type of concerns reported by students attending post-

secondary vocational schools and that academic and vocational concerns appear to be predominant among students and nonstudents. Implications resulting from the findings were (1) the need for trial learning experiences (possibly miniblubs) wherein the adult has an opportunity to perform the "typical" student behavior in a relatively low-risk supportive environment, (2) the need to provide vocational information in a manner more geared to adults rather than adolescents, and (3) the need to recognize and attend to the unique needs of full-time and part-time, male and female students of varying ages. (SH)

ED 136 045 08 CE 010 205

Novak, Carl D. And Others

Placement Component, Lincoln Career Education Project. Final Report. March, 1973-June, 1976. Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—161p.; For related documents see ED 126 311 and ED 129 997; Report prepared by Evaluation Team of Educational Service Unit 18

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Career Education, \*Community Resources, Cooperative Planning, \*Cooperative Programs, Curriculum Development, Demonstration Projects, Educational Assessment, Educational Objectives, Employment Programs, Guidance Services, \*Job Placement, Occupational Guidance, Program Descriptions, Program Development, Resource Materials, School Districts, Secondary Education, \*Student Placement, Vocational Counseling, Vocational Development

Identifiers—Nebraska (Lincoln)

The goal of the placement component of the 3-year Lincoln Career Education Project, Nebraska, was to establish placement services for youth of participating project schools. "Placement" referred not only to helping exiting senior high youth find employment, but also to developing the knowledge, skills, and attitudes which lead to location of and placement in an appropriate job. Focus in the final year was on refining the exiting placement program model for high school seniors. Overall project results and accomplishments were these: Established and refined the general concept of career education among local school and central office staff, established and operated a community resource system, developed and pilot tested a model placement service for exiting seniors, and provided placement service to several hundred exiting seniors during the 3-year period. Evaluation and conclusions indicate that project components such as the community resource system and placement service were effective and useful. It is suggested that in order for placement services to be effective a set of knowledges, skills, and attitudes should be built up over a period of years through a comprehensive and continuing career development program as well as through the regular instructional program. Description of the placement component, the conceptual model in chart form, and operational steps are included. Forms and materials developed and used in this component are contained in Appendix A. Appendix B contains the revised community resource catalog. (TA)

ED 136 046 CE 010 215

Davis, B. Steven

Final Evaluation Report for the Bedford County Career Education Program, Bedford, Virginia. IBEX, Inc., Durham, N.C.

Spons Agency—Bedford County Public Schools, Va.

Pub Date Aug 76

Note—57p.; For a related document see ED 124 741

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Academic Achievement, \*Career Awareness, \*Career Education, Comprehensive Programs, County Programs, County School Systems, Curriculum Development, Demonstration Programs, Elementary Secondary Education, Formative Evaluation, \*Program Effectiveness, Program Evaluation, Self Concept, Student Attitudes, \*Teacher Attitudes, Teacher Response

Identifiers—Virginia (Bedford County)

This third party evaluation examines the activities of the 1975-76 school year, which were part of a 3-year program in Bedford County, Virginia, to implement the Career Education NOW! Model for Career Education Curriculum, K-14, for a Rural-Urban School District. Results of the evaluation are organized around three major information areas of interest: Student self concept, student awareness of the world of work, and teacher use of career education resources and related practices. Evaluation instruments used with students were the Self Observation Scales (SOS), the Career Education Questionnaire (CEQ) (for grades 2-6), and the Career Maturity Inventory (CMI). Teachers were asked to complete the Career Education Teacher Practices Survey and the Bedford Career Education Survey. Detailed in the report are a description of the career education program, the conceptual basis for the evaluation (information-based evaluation), a discussion of information needs and test results, and conclusions and recommendations. The major conclusion reported is that results of student outcome data and the teacher survey generally support the project documentation regarding the use of career education materials and activities, and they present a picture of the successful implementation of goals and objectives of the program. (TA)

ED 136 047 08 CE 010 216

Evaluation of BHQ Career Education Project.

Educational Research and Development Associates, West Chester, Pa.

Spons Agency—Allegheny Intermediate Unit, Pittsburgh, Pa.; Office of Education (DHEW), Washington, D.C.

Bureau No—361093

Pub Date Jul 76

Grant—OEG-073-5276

Note—26p.; For a related document see ED 118 793

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, \*Career Education, Comprehensive Programs, Curriculum Development, Elementary Secondary Education, Fused Curriculum, Post Secondary Education, \*Program Effectiveness, Program Evaluation, Regional Programs, Student Attitudes, Summative Evaluation, Teacher Attitudes, Teacher Participation, \*Vocational Development

Identifiers—Pennsylvania (Allegheny County)

This third-party evaluation report of the BHQ (Baldwin-Whitehall, Highlands, and Quaker Valley) Career Education Project, a K-14 effort in Allegheny County, Pennsylvania, focuses on student outcomes resulting from efforts at staff development, curriculum infusion, resource centers, and community involvement. Included in the report are (1) discussions of background and history of the project and problems encountered in the evaluation, (2) a description of the evaluation design (student testing in grades 3, 6, 9, and 12 to measure outcomes in terms of product objectives and examination of treatment and management through observation, questionnaires, and teacher logs), and (3) data analysis and findings. Major conclusions include the following: The project achieved all product objectives in grade 3, 25% in grade 6, 14% in grade 9, and 25% in grade 12. It was successful in motivating, supporting, and training large numbers of teachers who are more aware of career education and utilize these concepts in teaching. Resource centers established in all districts are used by large numbers of students who rate them highly, as do teachers. Parents and community have been involved. Individual teachers have infused career education concepts into their curriculum to some degree; no project-wide curriculum exists. Coordinators were limited in support they could provide to teachers. (TA)

ED 136 048 08 CE 010 222

Drenkhahn, Clarence

The Northwest Area Schools Multi-District Secondary Occupational-Vocational Training Program. Vocational Education by Mobile Units. Report on an Exemplary Project.

Northwest Area Schools Multi-District Secondary Occupational-Vocational Education Center, Lemmon, S. Dak.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; South Dakota State Div. of Vocational Education, Pierre.

Pub Date 76]

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Course Descriptions, Demonstration Projects, \*Mobile Classrooms, Program Descriptions, \*Program Development, Program Evaluation, Regional Programs, \*Relocatable Facilities, \*Rural School Systems, Secondary Education, \*Vocational Education

Identifiers—\*South Dakota

This report discusses the objectives of an exemplary project in sparsely populated southwestern South Dakota which involved nine schools' efforts in the past three years (1974-76) in bringing a variety of vocational education courses to students that none of the districts would have been able to undertake individually, because limited financial resources and the small number of students in each would not have made such educational opportunities feasible. The publication is designed to show the degree to which project objectives have been achieved, and also to provide information which other schools in sparsely populated areas might use in implementing a program of vocational education opportunities through use of relocatable, self-contained facilities. Discussion specifically covers project initiation, general and specific purposes, multi-district inception, activities preceding application for project, the program in operation, course codes, advisory committees, rotation schedules of mobile units, the multidistrict curriculum philosophy, multidistrict staffing, governance, finance and budgeting, and project appraisal. Detailed course descriptions are provided for the areas of General Metals, Building Trades, Electricity/Electronics, Auto Mechanics, Agricultural Technology I (Plant and Soil Science), Quantity Food Occupations, Health Occupations, Sales and Distribution, and Agricultural Technology II (Animal Science and Range Management). (HD)

ED 136 049 08 CE 010 239

Schrader, Marvin A. And Others

Development of Model Systematic Trilateral Approach to Provide Continuing Education for Nursing Home and Small Hospital Personnel. Final Report.

Lakeshore Vocational, Technical, and Adult Education District, Cleveland, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No—11-029-151-226-A

Pub Date Aug 76

Note—147p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adult Education, Custodian Training, Dietetics, \*Health Facilities, Health Personnel, Hospitals, \*Individual Instruction, \*Inservice Programs, Learning Modules, Models, \*Nonprofessional Personnel, Nursing Homes, Practical Nursing, \*Program Development, Service Workers, \*Video Cassette Systems, Vocational Education

The project was designed to determine the feasibility of having a vocational technical adult education (VTAE) district provide continuing education inservice training for health care facilities using videotape equipment so that employees could gain knowledge and skills without leaving the facility or having to involve time outside the normal working hours. The project was conducted using staff members from the Lakeshore Technical Institute (Wisconsin) to provide instruction, and the employees of the Sheboygan County Comprehensive Health Center (Wisconsin) as recipients of the instruction. Ten hours of continuing education inservice training were provided for each employee in five 2-hour modules. A total of 13 modules was produced—one common module in communications in addition to four modules in each of the areas of dietary, housekeeping-janitorial, and nursing care services. The project staff concluded that this type of continuing education inservice utilizing the videotape is viable and should therefore be recommended to other nursing homes and small hospitals. This report provides a full description of the project which covers evaluation, limitations, future plans, and recommendations. The appendices cover the majority of the document and include the video orientation script, list of topics for nursing homes, study guide used in the inservice program, TV instructor preproduction considerations, a newspaper article, employees

enrolled, guidelines for operating inservice continuous education programs, conference reports, and correspondence. (HD)

**ED 136 050** 08 CE 010 241  
Career Education in the Norwalk Public Schools. Exemplary Project. Final Report. Norwalk Board of Education, Conn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date 30 Jun 76  
Note—29p.; For a related document see ED 118 918

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Career Awareness, \*Career Education, Career Exploration, City Wide Programs, Community Resources, Comprehensive Programs, Demonstration Projects, Developmental Programs, Elementary Secondary Education, Enrichment Activities, Integrated Curriculum, Occupational Guidance, Program Descriptions, \*Program Development, Simulation

Identifiers—Connecticut (Norwalk)

The methods used during 1975-76 in the career education program in Norwalk (Connecticut) were designed for each grade level—elementary, middle school, and high school. (The program began with a Federally funded pilot program in the spring of 1972 in three schools and has expanded, over a four and one-half year period, to a total program in all 25 Norwalk schools. The objectives were to make students aware of why people work, the dignity of work, the wide variety of options available, and to help them acquire skills necessary for work and engage in work that is satisfying and beneficial to society.) Elementary school teachers used career education curriculum units and received assistance from a career education specialist. In the middle schools several approaches were taken including activity periods, simulated work experiences, guidance, and others. At the high school level the career resource center was available on a full-day basis, and career conferences and activities were conducted on a regular basis. The Armed Forces Vocational Aptitude Battery was given to high school students on a voluntary basis. In this report, findings and analyses, conclusions, and recommendations are made for each of the three grade levels. Appendixes include a followup survey of 1975 graduates, a plan for career education, career speakers, levels of elementary school involvement, and high school career conferences. (TA)

**ED 136 051** 08 CE 010 261  
Comprehensive Instructional Management System for Occupational Education in New York State. Final Report.

New York State Education Dept., Albany.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0212VZ  
Pub Date 18 Oct 76  
Grant—OEG-0-74-1664  
Note—186p.; Not available in hard copy due to marginal print of original copy

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Auto Mechanics (Occupation), \*Class Management, Computer Oriented Programs, \*Curriculum Development, Curriculum Research, Individualized Instruction, Inservice Teacher Education, \*Instructional Systems, Learning Modules, \*Management Information Systems, Models, Office Occupations Education, \*State Programs, \*Vocational Education

This report describes the cooperative activities of the New York State Education Department, Cornell Institute for Research and Development, and Riverside Research Institute in a two-phase occupational education development project. (Phase 1 involved the designing, implementing, and evaluating of modularized curriculum for occupational education programs, and phase 2 constituted the design and demonstration of an implementation of the curriculum, i.e., class rosters, roster changes, student records and evaluation, etc., for use in classroom management and curriculum evaluation.) The body of the report describes objectives of the participating agencies, their activities, results of activities, and conclusions. Achievements and conclusions listed include the following: (1) A statewide system for

curriculum change in occupational education was developed, (2) technical support was provided to formulate methods and processes for development and implementation of the support system, (3) teacher training with resultant production of modularized curriculum packages in automotive mechanics and office clerical areas occurred as planned and a pilot project was conducted to test the quality and usefulness of the modules, (4) the project was successful in generating teacher enthusiasm and work in organization of curriculum management materials, (5) the most problematic area of development was installation and utilization of the computer retrieval systems tested, so it was concluded that a technical support system should followup rather than parallel curriculum development, and (6) the success of the overall effort was such as to warrant continuation and expansion through a second phase of development currently underway. Appendixes (more than half of the report) contain a guide to the information flow and logistics subsystem used in field testing, sample curriculum modules for automotive mechanics (lubrication service) and office training (mail handling), the ISS terminal manual, and checklists used in the project. (LAS)

**ED 136 052** 08 CE 010 266  
Lareau, Edward H., Jr. Baylis, Clifford A., Jr.

Language Experience Based Awareness + Hands On Exploration + Competency Based Preparation = A School Based Total Career Education Model. Final Report.

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V361012  
Pub Date Jun 76  
Grant—OEG-0-73-5272

Note—410p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents see ED 113 588 and ED 126 319

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Community Involvement, Comprehensive Programs, Curriculum Development, Demonstration Programs, Elementary Secondary Education, \*Fused Curriculum, Inservice Teacher Education, Integrated Curriculum, Models, Program Descriptions, Program Design, \*Program Effectiveness, Program Evaluation

Identifiers—Pennsylvania (Ebensburg)

The report covers the final year of a 3-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Third-year objectives included procedures for working with select groups of students and teachers to refine successful components from the first two years. The general strategy of project staff acting as change agents for teachers, counselors, and students in relation to career education activities was continued in preparation for the assumption of career education activities by local personnel at the termination of the project. These activities were curriculum infusion for grades 1-8, teachers' inservice training (grades 1-8), Singer Carrels exploration component for grades 6-9, group counseling sessions for grades 6-8, and a model for community involvement. It was concluded that given the size of the staff and severe financial limitations, the project was very successful. Process and product objectives and project design are described. Major accomplishments, conclusions, discussion and recommendations are delineated for each of the components. A 38-page third-party evaluation by Educational Research and Development Associates is included. Appendixes comprise 165 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and the U.S. Office of Education monitoring team report. (TA)

**ED 136 053** 08 CE 010 269  
Lewis, Morgan V. And Others

Cost-Effectiveness Study of Work Experience Programs. Final Report.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0088VZ

Pub Date Nov 76

Grant—OEG-0-74-1731

Note—266p.; Tables may be marginally legible

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Administrator Attitudes, Attitudes, Cooperative Education, \*Cooperative Programs, \*Cost Effectiveness, Educational Accountability, Educational Assessment, Educational Benefits, Employer Attitudes, Employment, Employment Level, Employment Potential, Followup Studies, Job Satisfaction, Program Attitudes, \*Program Costs, Program Effectiveness, Questionnaires, Secondary Education, Student Attitudes, Vocational Development, \*Vocational Followup, Wages, \*Work Experience Programs

Work experience programs in secondary schools were examined to determine the costs and benefits associated with them. Data on students in these programs were compared with data on students with nonschool-supervised jobs and students with no jobs. Characteristics and experiences of current and former students were compared. A random sample was selected from the 50 largest standard metropolitan statistical areas east of the Mississippi and their contiguous nonmetropolitan counties. Data were obtained from 33 high schools in 15 school districts. Information on the costs of work experience and vocational programs was obtained from school records and questionnaires given to students and school officials. The report deals with vocational education, work experience, and cost-effectiveness analysis; economic costs and benefits; effects of cooperative education on post-high school employment experiences; monetary returns; effects on personal development, education, and employment; effects on career development and on students' perceptions of school and jobs; and cooperative education and the employer. It was concluded that from a strictly monetary point of view, investment in work experience, rather than nonwork experience vocational programs, is not justified; however, many other measures indicate the program achieves other educational, developmental, and attitudinal objectives. Appendixes contain questionnaires and codes, wage regressions of current and former students, and regression and factor analyses tables. (TA)

**ED 136 054** CE 010 273

Stevens, Joyce Freeman, Patricia  
Development of a Health Occupations Continuing Education Center. Final Report.

Evansville School of Health Occupations, Ind.; Evansville-Vanderburgh School Corp., Ind.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Bureau No—52-75-D  
Pub Date 15 Sep 76

Note—164p.; For related documents see ED 123 497 and ED 124 740; Best copy available

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Adult Education, \*Continuing Education Centers, \*Course Descriptions, \*Curriculum Development, \*Health Occupations Education, \*Health Personnel, Paraprofessional Personnel, Post Secondary Education, Program Development, \*School Community Relationship, Secondary Education, Vocational Education

Identifiers—Illinois, Illinois (Evansville)

Implementation and expansion of class offerings was the primary focus of the second year of a project (in Evansville, Indiana) to determine the feasibility of establishing a center for continuing education for vocational level health occupations workers within the department of vocational education of a metropolitan school corporation. (The first year activities primarily concerned identification of needs, establishment of tentative administrative guidelines, and initiation of one new program.) Developing program curriculum content and activities according to established guidelines and criteria for accredited continuing education offerings was also emphasized in the second year along with refinement of administrative guidelines and improved communications to and from teachers. Programs for offering were selected on the basis of need as indicated from a survey conducted the first year of the project. Since the second year involved implementation, no research was conducted. Program effectiveness was perceptually evaluated by participants,



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instructors, and advisory committee members. A total of 201 students were enrolled in nine class offerings and community acceptance was perceived as favorable. An increasing number of employers paid or at least reimbursed participants' tuition costs. This report includes brief statements about conclusions, recommendations, and evaluation plans. The appendixes, which cover the majority of the document, present course descriptions for the courses offered during the project's second year. (SH)

**ED 136 055** 08 CE 010 280

Harris-Bowlsbey, JoAnn

**DISCOVER: A Computer-Based Career Guidance and Counselor-Administrative Support System.**  
Final Report, July 1974-August 1975.

Northern Illinois Univ., De Kalb.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.  
Bureau No.—V0132VZ

Pub Date 75

Grant—OEG-0-74-1751

Note—142p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Career Planning, \*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, \*Counselor Role, Elementary Secondary Education, Guidance Services, Instructional Systems, Learning Modules, \*Occupational Guidance, Post Secondary Education, \*Program Administration, Program Descriptions, \*Program Development, Program Evaluation, \*Vocational Development Identifiers—DISCOVER

Based on the Computerized Vocational Information System (CVIS), Project DISCOVER was conceptualized in three parts: Guidance subsystem for direct use by individuals at three age levels (grades 4-6, grades 7-12, and adult) seeking career guidance; the counselor-support subsystem; and the administrator support subsystem. Guidance development and technical development were the two components of the project from July 1, 1974 to August 31, 1975. This report describes the project in two sections, according to its two components. Overall project objectives are contained in the first section (Guidance Development) along with a discussion of accomplishments, major activities and events, problems, and publicity activities. The second section (Technical Development) covers technical aspects of accomplishments, major activities and events, problems, publicity, dissemination, other activities, staff employment and utilization, and staff development. Modules which were developed and input into the computer system are described. Appendixes contain the following materials: Monthly progress reports, advisory board meeting minutes, guidelines for script preparation, field test site selection and evaluation plan, outline of inservice training program for counselors, contracts with publishers, plan for dissemination and maintenance of DISCOVER, budget, suggested division of funds, abstract and newsletter, DISCOVER system flowcharts, data base descriptions, administrative applications, and list of DISCOVER programming support functions. (TA)

**ED 136 056** CE 010 300

Forsgren, Roderick A. Clark, David H.

**The Impact of Technological Change upon the Instrument Technician in the Pulp and Paper Industry and Some Implications for Vocational Education.**

Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Pub Date 20 Sep 76

Note—52p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Educational Needs, Employment Qualifications, Employment Trends, \*Instrumentation Technicians, Job Skills, Job Training, Manpower Needs, \*Manufacturing Industry, \*Paper (Material), Research, Technical Occupations, \*Technological Advancement, \*Vocational Education, Vocational Retraining

Implications for Maine's vocational technical institutes of changes in the pulp and paper industry are examined in this study designed to help vocational educators realize the importance of keeping current with the needs of employers in relevant labor markets. Information used was gathered from relevant literature and from in-

depth interviews with instrumentation supervisors in eight paper companies in Maine. Although emphasis is placed on the paper and pulp industry and the role of the instrument technician within this setting, this study also provides a general description and analysis of the difficulties involved in keeping an occupationally oriented education program up to date with the needs of major employers in the relevant labor markets. The following major topics are covered: Role and Impact of Maine's Paper Industry, Technological Change in the Pulp and Paper Industry, Employment Trends, Changing Role of the Instrument Technician, Current Methods of Skill Development, Career Opportunities in Instrumentation, Necessary Training and Background for Instrumentation, Summary and Conclusion of Results, A Conceptual Framework, and Recommendations for Vocational Education. The three appendixes include the study's methodology, the interview guide, and a sample course description for the first two years of a 4-year apprenticeship program in instrumentation. (SH)

**ED 136 057** 08 CE 010 301

Benedict, Paul L.

**Preparation of Prospective Teachers for Career/Vocational Education. 1975-76 Exemplary Project in Career/Vocational Education.**  
Final Report.

Eastern Connecticut State Coll., Willimantic.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date Aug 76

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Career Education, \*Course Content, \*Curriculum Development, Demonstration Projects, Educational Alternatives, Educational Objectives, Field Experience Programs, Higher Education, Learning Activities, Practicums, Preservice Education, Program Descriptions, \*School Industry Relationship, \*Student Development, Teacher Education, \*Teacher Education Curriculum, Undergraduate Study, Vocational Education Identifiers—Connecticut

The Eastern Connecticut State College Exemplary Project provided a program of professional study in career/vocational education for future teachers to infuse career education in their ongoing classroom experiences. The emphasis of the specific objectives was primarily on potential teacher outcomes such as awareness, understanding, and the ability to describe, identify, and design certain types of educational experiences focusing on the career needs of students and the infusion of career and vocational education within current classroom experiences. The program included both classroom and hands-on experiences in a variety of career/vocational areas. The teachers were able to take three courses in the following areas which constitute a minor in career/vocational education: Curriculum in career education, career education practicum, and internship in a local business, industry, or trade. Project evaluation and data results indicated that students enrolled in the program showed significantly greater knowledge about career education than potential teachers who followed traditional liberal arts teacher education programs. Recommendations were made in the curriculum, administration, and resource areas for program implementation. (TA)

**ED 136 058** CE 010 311

**Illinois Vocational Youth Organizations. Local Advisor's Handbook.**

Illinois State Coordinating Council for Vocational Youth Organizations, Springfield.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Cocurricular Activities, Curriculum Development, \*Group Activities, Group Membership, Guidelines, \*Planning, Public Relations, Resource Guides, School Community Relationship, Secondary Education, Student Development, \*Student Organizations, \*Teacher Role, \*Vocational Education, Youth Clubs, Youth Leaders, Youth Programs Identifiers—\*Illinois

Intended for vocational educators—new teachers, teachers returning to the profession, experienced classroom teachers, and cooperative work experience coordinators—this handbook is designed to show what the student can gain from the experience of membership in vocational youth organizations and give guidance to the teacher/advisor in chapter development and management. Six major sections are included: (1) Planning Chapter Activities to Be an Integral Part of the Curriculum (covers various information on organizing a student chapter, including the names and purposes of six national vocational student organizations and contacts for additional information about specific vocational youth organizations), (2) Being an Effective Advisor (includes information/guidelines on chapter classroom activities), (3) Promoting Membership, (4) Raising Funds for Chapter Activities, (5) Working with Public Relations, and (6) Using Community Resources Effectively. Fourteen charts are also included. (HD)

**ED 136 059** CE 010 312

Holup, John, Ed.

**Multi-Occupations Curriculum Guide.**

Idaho Univ., Moscow. Coll. of Education.

Spons Agency—Idaho State Board of Vocational Education, Boise.

Pub Date Nov 76

Note—100p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Basic Skills, \*Cooperative Education, Curriculum Guides, Employment Qualifications, High School Curriculum, \*Individual Development, \*Job Skills, Job Training, Senior High Schools, Skill Development, \*Units of Study

Designed for a high school cooperative vocational education program that encompasses all of the areas of vocational education in Idaho (usually those programs in smaller schools where specialized cooperative programs are not offered), this curriculum guide is intended for teachers in a program to offer high school seniors the opportunity to develop the knowledge, skills, and attitudes necessary to enter into and advance in an occupation through a combination of classroom instruction and planned and supervised on-the-job training. Each of the eight units contains several subunits (a total of 34) consisting of objectives, suggested student activities, notes to the teacher, suggested evaluation, and list of published materials and other resources. The units are titled (1) Introduction to Multi-Occupations, (2) Pre-Employment Preparation, (3) Growing on the Job, (4) Career Investigation, (5) Basic Skills, (6) Business, (7) Personal Economics, and (8) Job Related Instruction. (HD)

**ED 136 060** 08 CE 010 364

**Advancing Vocational Education Through Research and Development.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Nov 76

Note—210p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Abstracts, Administrator Guides, Adult Education Programs, \*Educational Legislation, Federal Aid, Federal Legislation, Guidelines, Legislation, Post Secondary Education, \*Program Proposals, \*Research Projects, Special Education, Special Programs, \*Vocational Education

This report contains information about the legislative and regulatory framework for Section 131 (a) of part C of the U.S. Commissioner of Education's Vocational Education Research Programs; the planning and its procedures leading to the determination of the program priority areas for fiscal year 1976 and the transition quarter; the processes used to implement the award program for this fiscal year; the award outcomes in terms of an overview of the purposes and expected results of the funded projects; and abstracts of the individual projects. In addition, several special interest projects of national significance are listed both for fiscal year 1976 and the transition quarter. Synthesis papers and abstracts of funded projects in competitive grant competition are grouped under the areas of adult vocational education, postsecondary vocational education, individualization and modularization of instructional materials, and special needs populations. (HD)



ED 136 061 08 CE 010 366

Burkhart, Phil

Planning for Career Education. Grades 7-9.

Pocastello School District 25, Idaho.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V361033L

Grant—OEG-0-73-2993

Note—279p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—Behavioral Objectives, Career Education, \*Career Exploration, Curriculum Guides, Decision Making Skills, Field Trips, Fine Arts, Fused Curriculum, Health Education, Home Economics, Industrial Arts, Inservice Teacher Education, Junior High Schools, \*Learning Activities, Learning Modules, Mathematics Curriculum, Occupational Guidance, Physical Education, \*Program Development, Resource Materials, Science Units, \*Skill Development, Social Studies Units, \*Student Development, Teacher Developed Materials, Typewriting, Units of Study

Identifiers—Idaho

This guide describes a program designed to assist local school leaders in developing a career exploration program for grades 7-9. It is designed for implementation in the classroom structure and curriculum and is divided into seven sections: Introduction, Teacher Training, Career Resource Information Bank (CRIB), Field Trips, Positive Action, Evaluations, and Teaching Units. The 14 teaching units cover art, drafting, earth science, English, guidance and counseling, health and life science, home economics, industrial arts, mathematics, music, physical education, social studies, speech, and typing. Each of the units contains some or all of the following elements: Overall objectives, rationale, specific performance objectives, learning activities, sources of information, materials, resource people, budget summary, evaluation, hands on project. (TA)

ED 136 062 CE 010 380

Erisman, Kenneth E., Comp. Gerberich, Charles F., Comp.

Plumbing, Trade and Industrial Education Course of Study.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date 76

Note—473p.; For related documents see CE 010

380-382 and CE 007 942-944

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.

Descriptors—Curriculum, Instructional Materials, \*Job Skills, \*Learning Activities, \*Plumbing, Post Secondary Education, Secondary Education, Task Performance, \*Trade and Industrial Education, Vocational Education

Intended to be used as a teaching and learning guide, the basic course of study presented in these materials is designed to provide the essentials of the plumbing trade, insuring that students who successfully complete the course will have sufficient competencies for initial employment and ample orientation for growth and development. The course of study is designed as a 3-year curriculum involving approximately 1,500 hours of class and laboratory instruction. The material has been arranged in major divisions of the trade: (1) Pipes and Fittings, (2) Valves, (3) Cold Water Supply, (4) Hot Water Supply, (5) Drainage Systems, and (6) Fixtures. Most of the course material consists of job sheets, which indicate to the student what to do in performing various jobs assigned, and skill competency sheets, which supplement job sheets and indicate to the student how to perform the manipulative handling of tools and materials that make up the doing part of the occupation. They are simply written and highly illustrated. A cumulative reuse of the skill competencies continues throughout the entire job sheet collection. The job sheets are arranged in an order that gradually exposes the skill competencies to insure the introduction of each operation or skill competency in a controlled manner. Included for use by the teacher are general course objectives, suggested teaching methods and vehicles of instruction, and a list of items to be developed by the local teacher. Sample information sheets, sample assignment sheets, and a bibliography are included. (HD)

ED 136 063 CE 010 381

Shaffer, Richard, Comp. Taylor, Wayne, Comp.

Metal Fabrication. Trade and Industrial Education Course of Study.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date 76

Note—362p.; For related documents see CE 010

380-382 and CE 007 942-944

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Curriculum, Instructional Materials, \*Job Skills, \*Learning Activities, Metal Working Occupations, Post Secondary Education, Secondary Education, \*Sheet Metal Work, Task Performance, \*Trade and Industrial Education, Vocational Education

Intended to be used as a teaching and learning guide, the basic course of study presented in these materials is designed to provide the essentials of the metal fabrication trade, insuring that the students who successfully complete the course will have sufficient competencies for initial employment and ample orientation for growth and development. The course of study is designed as a 3-year curriculum involving approximately 1,500 hours of class and laboratory instruction. The material has been arranged in major divisions of the trade: (1) Pattern Drafting and Layout, (2) Fabrication, (3) Welding, and (4) Installation and Repair. The content of this course material consists of job sheets, which indicate to the student what to do in performing various job assignments, and skill competency sheets, which supplement job sheets and indicate to the student how to perform the manipulative handling of tools and materials that make up the doing part of the occupation. They are simply written and highly illustrated. A cumulative reuse of the skill competencies continues throughout the entire job sheet collection. The job sheets are arranged in an order that gradually exposes the skill competencies to insure the introduction of each operation or skill competency in a controlled manner. Included for use by the teacher are general course objectives, suggested teaching methods and vehicles of instruction, and a list of items to be developed by the local teacher. Sample information sheets, sample assignment sheets, and a bibliography are included. (HD)

ED 136 064 CE 010 382

Gomolak, John D., Comp. And Others

Electrical Occupations. Trade and Industrial Education Course of Study.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date 76

Note—512p.; For related documents see CE 010

380-382 and CE 007 942-944

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.

Descriptors—Curriculum, \*Electrical Occupations, Instructional Materials, \*Job Skills, \*Learning Activities, Post Secondary Education, Secondary Education, Task Performance, \*Trade and Industrial Education, Vocational Education

Intended to be used as a teaching and learning guide, the basic course of study presented in these materials is designed to provide the essentials of the electrical occupations trade, insuring that the students who successfully complete the course will have sufficient competencies for initial employment and ample orientation for growth and development. The course of study is designed as a 3-year curriculum involving approximately 1,500 hours of class and laboratory instruction. The material has been arranged in major divisions of the trade: (1) Introduction, (2) Wiring Methods, (3) Motor Generators, (4) Motor Control, and (5) Electrical Maintenance. Most of the course material consists of job sheets, which indicate to the student what to do in performing various job assignments, and skill competency sheets, which supplement job sheets and indicate to the student how to perform the manipulative handling of tools and materials that make up the doing part of the occupation. They are simply written and highly illustrated. A cumulative reuse of the skill competencies continues throughout the entire job sheet collection. The job sheets are arranged in an order that gradually exposes the

skill competencies to insure the introduction of each operation or skill competency in a controlled manner. Included for use by the teacher are general course objectives, suggested teaching methods and vehicles of instruction, and items for development by the local teacher. Sample information sheets, sample assignment sheets, and a bibliography are included. (HD)

ED 136 065 08 CE 010 388

Lincoln Career Education Project. Final Report.

Book 2. Elementary Learning Centers.

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No—F7136VW

Pub Date Aug 76

Grant—OEG-9-73-5290

Note—579p.; Six pages have been removed because of copyright. For related documents see CE 010 145 and CE 010 390-391

EDRS Price MF-\$1.16 HC-\$31.47 Plus Postage.

Descriptors—\*Career Awareness, Career Education, Curriculum Guides, Elementary Education, \*Fused Curriculum, Instructional Materials, \*Learning Activities, Skill Development, Student Development, \*Units of Study, Values Identifiers—Nebraska, Nebraska (Lincoln)

Curriculum materials from the Lincoln Career Education Project, Nebraska, are presented for career education learning activities at the elementary level. The guide contains complete materials for 12 learning center units infusing career education as well as personal/social growth and cultural awareness in some. Units are organized under the following topics: Subject area and career education themes, teacher and student objectives, pre-assessment, student activities, teacher preparations, recordkeeping, and evaluation. Worksheets and drawings for duplication are included. For kindergarten the unit is "Feet and Shoes: Measuring," relating to math and language, career and economic awareness, and self-awareness. Metric measures are used. For grade 1 "Looking in a Looking Glass" is the unit, relating to health career information. For grade 2 the units are "Feelings: Mine and Others" and "Tools." These units relate to language, career awareness, values clarification, and creativity. Units for grade 3 are "Keep Your Bones Busy," relating to science, language, career awareness and self-awareness, and "Playmaking," which relates to language arts and creative drama. Units for grade 4 are "Which Worker's Wastebasket?" which relates to career awareness and decision-making, "Posy Power: Thinking About Values," relating to language and art and values clarification. For grade 5, units are "Dream On! Your Career Is Sooner Than You Think" and "Alternative Careers." These relate to language, reading, social studies, and career and lifestyle awareness. Units for grade 6 are "Death: Feelings and Careers," relating to language and art and career awareness with special emphasis on careers related to death, and "Environmental Careers," which relates to language arts, mathematics, and environmental problems (values). (TA)

ED 136 066 08 CE 010 390

Lincoln Career Education Project. Final Report.

Book 4. Junior High Career Guidance Sequence.

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No—F7136VW

Pub Date Aug 76

Grant—OEG-9-73-5290

Note—188p.; For related documents see CE 010

145, CE 010 388, and CE 010 391

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—\*Career Exploration, Curriculum Guides, Group Guidance, Instructional Materials, Junior High Schools, Junior High School Students, \*Learning Activities, \*Occupational Guidance, Orientation, Orientation Materials, Self Concept, Values

Identifiers—Nebraska, Nebraska (Lincoln)

Materials contained in this packet for teacher advisors of junior high school students were developed for the Teacher Advisor System of the Lincoln Career Education Project, Nebraska. They are designed for use with students in a series of teacher advisor (TA) group meetings to (1) get oriented to the new school year, (2) get to know self and other TA members, and (3) begin exploring the world of work. Masters in-

cluded in the packet are photo ready, materials are sequenced, and alternate activities are suggested. Twelve sessions are contained in the guide including units on orientation, self awareness, and career awareness activities. Each unit is organized according to title, size of class, purpose, time required, materials needed, and directions. (TA)

ED 136 067 08 CE 010 391

Lincoln Career Education Project. Final Report.

Book 5. Placement Model.

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No.—F7136VW

Pub Date Aug 76

Grant—OEG-9-73-5290

Note—229p.; For related documents see CE 010

145, CE 010 388, and CE 010 390

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—\*Career Education, Community Resources, \*Cooperative Programs, Demonstration Programs, High School Students, \*Job Placement, \*Program Effectiveness, Program Evaluation, Resource Materials, School Community Cooperation, Secondary Education, Seniors, \*Student Placement, Vocational Development

Identifiers—Nebraska, Nebraska (Lincoln)

Description of the placement component of the Lincoln Career Education Project is contained in this report, covering the period of 1973-1976. Objectives, procedures followed, and project results and accomplishments are reported in detail. Results of the project included the establishment and refinement of the general concept of career education among local school and central office staff, establishment and operation of a community resource system, development and pilot testing of a model placement service for exiting seniors, and provision of placement services to several hundred exiting seniors during the 3-year period. Evaluation indicated that 62% of the students who left school after the second and third quarters of the 1975-1976 school year requested help in locating employment. All students who requested assistance were eventually placed in jobs. Results of followup studies indicated that two-thirds were still employed. Placement activities were supported by the community resource system established to identify, analyze, and catalog community resources and make the information available to all school staff. It is recommended that in order for placement services to be effective, students need a well developed set of knowledges, skills, and attitudes, which should be built up over a period of years through a comprehensive and continuing career development program carried on in the guidance program and through regular instructional program. Appendixes, the bulk of the report, contain forms and materials developed and used, resource materials for career development, and the revised community resource catalog. (TA)

ED 136 068 CE 010 395

Abstracts of Research and Development Projects in Career Education. Fiscal Year 1973 Program.

Pub Date [75]

Note—195p.; Best copy available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Abstracts, \*Career Education, Counseling Programs, \*Educational Development, Educational Programs, \*Educational Research, Elementary Secondary Education, \*Federal Programs, Guidance Programs, Post Secondary Education, Program Descriptions, \*Research Projects, School Districts, State Programs

Identifiers—United States

Research and development projects in career education funded under part C of Public Law 90-576 for fiscal year 1973 are abstracted in this document. For each State and United States territories, the following information is provided: State and project number; State-level project administrator (including address); amount of Federal funds provided under section 131(a), part C; duration; site information; and description of project or program. The 54 projects are listed alphabetically by State. (TA)

ED 136 069 CE 010 563

White, Charles H.

California Health Services/Educational Activities Consortium Network.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Note—50p.; This booklet was published by California Regional Medical Programs, Oakland

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, Colleges, Community Involvement, \*Community Programs, \*Consortia, Delivery Systems, Extension Education, Federal Programs, Financial Support, Health Needs, \*Health Occupations Education, Health Personnel, \*Health Services, Higher Education, Manpower Development, Medical Education, Medical Services, Post Secondary Education, Program Administration, Program Descriptions, Regional Programs, \*State Programs, Universities

Identifiers—Area Health Education Centers, \*California

Profiles are presented of each of the 10 consortia that make up the California Health Services/Education Activities (HS/EA) network (new relationships between educational facilities where health care manpower is trained in the community settings where they practice). The first part of the booklet is a comparative analysis of (1) Area Health Education Centers (AHEC's), as funded by the Bureau of Health Manpower Education based on recommendations of the Carnegie Commission on Higher Education, and (2) Health Services/Educational Activities (HS/EAs), as developed and funded by California Regional Medical Programs (RMP) Service of the Health Services and Mental Health Administration, U.S. Department of Health, Education, and Welfare. Focus in the analysis is on differences and similarities in administration, funding, role of the community, activities, consumer input, and support in the two programs, both of which are currently in operation. Each of the 10 consortia profiles lists the director, consortium address, service area population, and member institutions followed by summary information about the background of the service area, goals established for the consortium, and the current and planned activities which have emerged from the initial grant from the California RMP. (The 10 consortia are Sonoma County, Superior California, Santa Clara, San Joaquin Valley, Kern County, San Fernando Valley, Pomona Valley, East Los Angeles, Loma Linda, and San Diego and Imperial Counties.) (JT)

ED 136 070 CE 010 568

Erdelping, Lawrence H., Comp.

Proceedings of the Annual Central Region Research Conference in Agricultural Education (30th, Columbus, Ohio, August 3-5, 1976).

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Agricultural Education, Conference Reports, Curriculum, Curriculum Research, \*Educational Research, \*Evaluation, Higher Education, Instructional Materials, Literature Reviews, Performance Based Education, Program Evaluation, \*Research Methodology, \*Research Needs, Speeches, Teacher Education, Vocational Agriculture Teachers

Thirteen papers constitute the major portion of the proceedings of a conference designed to review and analyze current research, to identify research priorities, and to provide a challenge for the continuing improvement of the planning, conduct, and implementation of research in agricultural education: (1) Research in Agricultural Education from a Different Perspective, (2) Professional Competencies of Vocational Agricultural Instructors: The State of the Art and the Science, (3) Attitude Development as a Part of Teacher Education Programs, (4) Identification of the Occupational Competencies Needed in the Area of Agri-Chemicals, (5) A Cost-Effectiveness Analysis of Selected Vocational Education Programs in Area Vocational Centers and Local Comprehensive High Schools, (6) Factors Related to the Success of New Mexico Vocational Agriculture Teachers as FFA Advisors, (7) The Effect of Instructional Materials on the Leadership and Character Development of Vocational High School Students in Indiana, (8) Improving Research in Departments of Agricultural Education, (9) Performance-Based Teacher Education,

(10) The Development and Pilot Testing of Instruments and Procedures for Advisory Councils to Use in Evaluating Vocational Programs, (11) Curriculum Materials from National Defense Organizations, (12) Metric Education Instructional Materials for Vocational Agriculture, and (13) Problems of the Profession Needing Attention. Also included are a conference summary, program, minutes, and list of participants (graduate students, teacher educators, and State supervisors from 11 States). (HD)

ED 136 071 08 CE 010 572

Crawford, Alan N.

Aides to Career Education, 1975-76: An Evaluation.

Los Angeles Unified School District, Calif.

Pub Date 76

Note—30p.; For related documents see ED 107 877, ED 117 419, ED 120 415 and ED 120 524

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Attendance Patterns, \*Career Education, \*Disadvantaged Youth, Dropout Prevention, Employment Potential, Employment Qualifications, Inservice Education, \*Program Effectiveness, Program Evaluation, School Attitudes, School Holding Power, Secondary Education, Student Attitudes, \*Teacher Aides, \*Teacher Attitudes, \*Vocational Development, Vocational Education

Identifiers—California, California (Los Angeles)

The Aides to Career Education (ACE) Program employs instructional aides to help disadvantaged vocational education students in Los Angeles develop positive attitudes toward education and employment, more cooperative behavior, pride in their course work, efficiency in completing assigned tasks, and improved attendance. In 1975-76 (the fourth year) there were 289 aides assigned to 49 high schools and 1 regional occupational center plus 13 counselor aides in 13 urban impact schools. The (1975-76) evaluation included analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. Findings indicated that the program was effective in meeting its overall goal of increasing individual assistance to disadvantaged students. The program had a generally positive effect on the students assisted, especially on the slower ones. The greatest efforts of the aides were in the area of direct assistance to students. Project objectives for median ratings of 3.0 or more (on a 1-4 scale) were met in all areas and were higher than in the previous year; attendance of students in classes with ACE aides was also higher. Monthly inservice education workshops for development of aides' skills and for acquisition of feedback about the program were found to be generally effective. Provision of career guidance counselors and of teacher-developed instructional materials was found by teachers to be valuable. For the third year the number of hours assigned to each aide and the number of aides assigned to each school were reported to be inadequate to meet student needs. (Data analysis and recommendations are included.) (TA)

ED 136 072 CE 010 575

Lewis, James P.

Summary, 1970-75 Follow-Up of Hearing Impaired Graduates in Pennsylvania.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Bureau No.—19-5812

Pub Date Dec 76

Note—26p.

Available from—Millersville State College, Vocational Education Information Network, Millersville, Pennsylvania 17551 (in microfiche form)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Aurally Handicapped, Clerical Occupations, \*Educational Attitudes, Employer Attitudes, \*High School Graduates, Parent Attitudes, \*Program Effectiveness, Semiskilled Occupations, Service Occupations, State Surveys, \*Vocational Education

Identifiers—\*Pennsylvania

The major purpose of the survey was to follow up the employed hearing-impaired vocationally trained graduates (high school) in Pennsylvania from 1970-1975 to determine (1) their views toward educational and guidance programs, (2) their views regarding relatedness of jobs held to

training, (3) employers' views toward the graduates, and (4) parents' views toward the graduates' educational programs. Six trained interviewers conducted interviews with graduates, their parents, and their employers. Seven basic instruments were also developed for the survey procedure. Some of the major conclusions were (1) the majority of graduates felt they had received enough information from available guidance services for selecting vocational programs, (2) many graduates responded that they did not receive enough help from their school in finding a job, (3) about half the graduates reported their present job completely unrelated to their high school training, (4) in general, employers felt the graduates were adequately trained for entry level work skills and few needed job station changes for their handicap, and (5) many parents liked the educational programs but expressed the need for more language development, on-the-job training, educational counseling, follow-up services, practical living skills, and educational programs closer to home. This summary covers the study's objectives, procedures, results, conclusions, and recommendations with major emphasis on discussion of the results. Fourteen tables of statistical data supplement the text. (SH)

ED 136 073

CE 010 577

Teichler, Ulrich. And Others

On the Changing Relationships Between the Educational and Occupational Systems: Conceptions and Recent Trends.

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).

Pub Date Dec 76

Note—179p.; Paper presented to the International Labour Office, World Employment Programme (Berlin, December 1976)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Changing Attitudes, \*Developed Nations, Education, \*Educational Policy, \*Educational Trends, \*Employment Qualifications, Enrollment Trends, \*Equal Education, Higher Education, International Education, Occupations, Open Enrollment, Post Secondary Education, Public Policy, Selection, Social Attitudes, Social Science Research, \*Social Status, Speeches, Trend Analysis

Identifiers—Great Britain, Japan, United States, West Germany

An explanation of the change that has taken place in the aims and purposes of educational policy of industrialized societies as the relationship between the education and the occupation systems has changed over the course of the transformation of elite education into a mass phenomenon is the objective of this paper. Analysis and discussion is based on the thesis that in the course of this transformation process social inequality has seen its legitimization challenged and that the demand that "overqualification" be avoided and the qualification processes be geared to the assumed requirements of the occupational system reflects the conscious or unconscious desire to give social inequality once again the legitimization that had been shaken by the expansion of higher education. A summary of the political debate on the expansion of education is followed by an assessment of the way changes in the relationship between the education and the occupation systems are received in the literature. Attention is given to the ideas that expansion leads to overqualification and that it promotes neither equality of opportunity nor any reduction in social inequality. Current developments are then examined as evidence of a fundamental change in the way qualification and status distribution interact. An additional chapter is devoted to an examination of current trends and tendencies in selection processes in education. The final chapter is a discussion of policy proposals that have been developed with the aim of coping with the problems that have arisen under the conditions now governing selection as a result of mass higher education. West German literature on the subject is given particular attention; developments in the U.S. and Japan are discussed; and material on England and a number of other European countries are employed as well. (JT)

ED 136 074

CE 010 579

Schneider, Benjamin

Person/Situation Selection Research: The Problem of Identifying Salient Situational Dimensions. Research Report No. 13.

Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Bureau No—61153N; NR-151-375; RR-042-04; RR-042-04-02

Pub Date Feb 77

Contract—N00014-75-C-0884

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavioral Science Research, Business, Employee Attitudes, Industry, \*Job Satisfaction, Measurement Instruments, \*Measurement Techniques, Organization, Personnel Selection, Surveys, \*Validity, \*Work Environment

The study was concerned with the persistent problem in conducting person/situation research—the identification of relevant dimensions or features of the situation. Since the usual strategy for discovering relevant perceptual dimension of organizational life is to ask organizational employees to respond to a set of predetermined questions, this study made use of systematic procedure for identifying the dimensions with which employees characterize their work organization—the open-ended interview and a questionnaire. Sixty-seven employees of a large middle Atlantic coast utility company were interviewed and responded to a questionnaire. Fifteen interview content categories, or issues, were identified and interviews were coded for frequency (mention of the issue), importance of the issue, and effect with which the issue was raised (the average positiveness or negativeness with which issues were mentioned). Issues mentioned most frequently were promotion/evaluation, company management, pay/security, and supervision. The most important issues were promotion/evaluation and supervision. Affectively, bureaucracy was most negative and friendships was most positive. It was concluded that the need exists to begin focusing on the assessment of issues meaningful to individuals in the work situation, and that were attitude measures constructed to be more salient to people both in the kinds of issues raised and the directions used, they might prove more useful in attempts to document the perceptual dimensions with which employees characterize their work settings and as in aid in gaining more reliability in person/situation research, especially that which emphasizes the interaction of employee perceptions of the work world and other employee attitudes as a strategy for understanding employee behavior. (SH)

ED 136 075

CE 010 580

Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Feb 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Civil Rights Legislation, \*Equal Opportunities (Jobs), \*Federal Legislation, \*Labor Legislation, \*Sex Discrimination

Identifiers—United States

The following laws and order are explained in this pamphlet: (1) Equal Pay Act of 1963 (concerns prohibiting employers from paying workers of one sex less than workers of the other sex for equal work on jobs that require equal skill, effort, and responsibility and that are performed under similar working conditions), (2) Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (concerns prohibiting discrimination based on sex, as well as on race, color, religion, and national origin, in hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment), (3) Executive Order 11246, as amended by Executive Order 11375 (concerns requiring Federal contractors to include language by which contractors pledge not to discriminate against any employee or applicant for employment because of sex, race, color, religion, or national origin), and (4) Title IX of the Education Amendments of 1972, as amended (concerns prohibiting discrimination on the basis of sex in educational programs or activities which receive Federal funds). (WL)

ED 136 076

CE 010 582

Mature Women Workers: A Profile.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date 76

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-016-00040-2, \$0.35; \$1.00 minimum charge per mail order)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Groups, Comparative Analysis, Economic Status, \*Educational Experience, Females, \*Income, \*Individual Characteristics, Labor Force, \*Marital Status, Minority Groups, Occupations, Professional Occupations, Racial Differences, Statistical Data, Unemployed, \*Work Experience, \*Working Women

Identifiers—United States

Statistical data on working women in the United States from age 16 to 70 and over are analyzed for the 1974-75 period. It is noted that the labor force participation of women has risen dramatically since 1950, although the rate has stabilized somewhat since the late 1960's (which is in marked contrast to the rate of their male counterparts, which has persistently declined). Data presented covers the following areas: Labor force status, marital status, occupations, income, and unrelated women living alone. (SH)

ED 136 077

95

CE 010 809

O'Malley, Patrick M. And Others

Five Years Beyond High School: Causes and Consequences of Educational Attainment. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0898

Pub Date Apr 77

Grant—NE-G-00-3-0198

Note—624p.; Appendix G, computer printout, will be marginally legible BN-BR-3-0898

EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.

Descriptors—Affective Behavior, Attitudes, College Graduates, Comparative Analysis, Delinquency, \*Dropouts, Drug Abuse, \*Educational Experience, Educational Research, Employment Opportunities, Family Background, \*Graduates, Graduate Surveys, Higher Education, High School Graduates, \*Individual Characteristics, Job Satisfaction, Longitudinal Studies, \*Males, National Surveys, \*Occupational Aspiration, Political Attitudes, Post Secondary Education, Questionnaires, Secondary Education, Self Concept, Social Attitudes, Socioeconomic Influences, Unemployed, Work Attitudes, Work Experience

Identifiers—United States

The Youth in Transition project, a longitudinal study (which began in 1966) of a national sample of young men is described in this report. (Major objectives of the project were (1) to explore the effects of dropping out of high school, (2) to assess the degree to which educational and occupational attainments are predictable from tenth grade measures, (3) to determine the role of educational attainment in occupational attainment, as compared with the role of family background and intellectual ability, and (4) to determine the impacts of various post-high school environments and experiences on values, attitudes, and behaviors.) The results from the fifth and final data collection process and a brief overview of the results of the previous four studies are presented in the introductory chapter. In chapter 2, educational attainment is treated as an outcome variable; also an extensive set of tenth grade measures is examined and the relationships of these measures with later educational attainment are analyzed. Chapters 3 and 4 focus on occupational attainments as outcome measures, with chapter 4 covering the job satisfaction aspect. In chapters 5 through 9, the changes that have occurred between 1966 and 1974 in motives, affective states, values, attitudes, aspirations, and behaviors are examined. The findings of the complete study are summarized in chapter 10. The appendices contain a glossary providing a brief definition of each variable; various information on sampling and statistics; panel biases; population dropout rate; tabular data for figures; stability coefficients; a matrix on intercorrelations among measures; the 1974 questionnaire; and references. (TA)



## CG

ED 136 078

CG 011 080

Milton, G. Alexander

**Five Studies of the Relation Between Sex-Role Identification and Achievement in Problem Solving. Technical Report 3.**

Yale Univ., New Haven, Conn.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Dec 58

Contract—Nonr-609(20)

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Achievement Tests, College Students, Females, High School Students, Males, \*Problem Solving, \*Psychological Characteristics, Psychological Studies, \*Sex Differences, \*Sex Role, \*Thought Processes

Five experiments are reported which relate to sex-role identification in problem solving. Instruments used on high school and college students include a booklet of 20 problems that had illustrated sex differences during an earlier study, the Terman-Miles M-F Test to measure sex-role identification, an open-ended personal history questionnaire and an oral mucosal smear to determine genetic sexuality. Sex differences in problem solving were clear. When the characteristics of the problems were altered to make them less appropriate to the masculine and feminine sex-roles, sex differences in problem solving were reduced. Masculine role identity was associated with a choice of analytic approach, feminine role identity with seeking help. Women indicate more frequently that they would use trial and error. The mean number of problems solved by men exceeded the number solved by women in the limited time. Problem form (abstract or manipulative) did not show significant influence by sex. (KS)

ED 136 079

CG 011 083

Lupfer, Michael

**Youths' Attitudes toward the Presidency: The Relationship between Cognition and Affect.**

Pub Date [76]

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Affective Behavior, \*Attitude Tests, \*Changing Attitudes, \*Cognitive Development, Educational Research, Elementary School Students, Junior High School Students, \*Presidents, Secondary School Students, Statistical Analysis, \*Student Attitudes

Identifiers—United States Presidents

Previous studies of youths' attitudes toward the presidency have consistently found that children's favorable views declined with age. Jaros and Kolson have proposed that this affective change results from a cognitive one—that favorability declines as youths learn more about the presidency. The present study examined the cognitive and affective components of attitudes toward the presidency held by a cross-section of 274 Memphis youths, ages 7-18. Analysis of the data revealed that, as hypothesized, adolescents exhibit greater familiarity but less affection for the presidency than children. However, extended multivariate analysis of the data indicated that the cognitive and affective trends are independent, contrary to Jaros and Kolson's hypothesis. (Author)

ED 136 080

CG 011 084

Lapac, Paul S. And Others

**A Multi-Modal Treatment Approach to Controlled Drinking.**

Pub Date [74]

Note—14p.; Best Copy Available; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Alcoholism, Behavior Change, \*Conditioning, \*Drinking, \*Patterned Responses, Research Design, Research Projects, Role Playing, \*Veterans, Video Tape Recordings

An experimental treatment approach to teaching alcoholics controlled drinking utilizing a multi-modal treatment approach is presented. This approach included aversion conditioning

contingent upon emission of such undesirable drinking behaviors as gulping, drinking straight drinks, Blood Alcohol Level of 0.065 or greater, and time between drinks. In addition, socially acceptable alternatives to drinking were taught utilizing videotape techniques, role-playing, and biofeedback. Of the 17 subjects who began the program, 14 completed it. Of these 14, 10 remain outside the hospital. Definitive data is available relating to the behavior of seven subjects who are functioning as controlled drinkers. The results obtained indicate that alcoholics can successfully learn to control their drinking behavior and do not have to remain totally abstinent. Discussion of relevant variables to successful training and future research directions are presented. It is clear that externally imposed controls are not sufficient in the total treatment picture. The patient who learns to develop internal control for his drinking behavior has the greatest likelihood of effectively changing his drinking patterns. (Author)

ED 136 081

CG 011 086

Krieger, William G.

**Socially and Non-Socially Motivated Information Search in the Choice of Comparison Others from a Rank Ordering of Scores.**

Pub Date May 76

Note—15p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Rating Scales, \*Cognitive Processes, Experiments, \*Motivation, \*Research Methodology, Research Projects, Search Strategies, \*Self Evaluation, \*Social Attitudes, Social Psychology

Identifiers—\*Social Comparison

Studies of social comparison choice have utilized a paradigm which fails to distinguish comparison motives from more general information search motives. In the present study subjects were either exposed to the standard social comparison manipulation or asked to determine the distribution of a set of unknown random variables arranged in rank order. In each case, subjects were run under either range or nonrange conditions. It was found that the social comparison nonrange choice pattern was indistinguishable from the number nonrange choice pattern. The social comparison range choice pattern, however, was quite distinct from the number range choice pattern. It appears that knowledge of the range of scores is crucial to the emergence of the social comparison process. (Author)

ED 136 082

CG 011 087

Koroluk, Igor Lund, Donald A.

**The Program Evaluation Van: A Way to Demystify Program Evaluation.**

Pub Date Mar 76

Note—17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (53rd, Atlanta, Georgia, March 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Evaluation, \*Helping Relationship, \*Human Services, Humor, Intervention, \*Program Effectiveness, \*Program Evaluation, Sociopsychological Services, Speeches

This paper offers a humorous parody of the way in which evaluation teams often enter clinical institutions to do program evaluation studies. The parody emphasizes the over-use of sophisticated techniques and methodologies; as well as expensive equipment. The authors then define evaluation as "determining the degree to which a program is meeting its objectives, the problems it is encountering and the side effects it is creating." They contend that in order to evaluate effectively, one must consider the context of the program. Program objectives should be stated in terms of structure, process and outcome, all of which are further defined. Sociodemographic data is generally available about the specific populations served and should also be utilized. Outcome evaluation is seen as the most difficult and costly type of evaluation, but of extreme importance. Outcomes should be defined and explicated. Simplifying the terminology and process of evaluation is essential for improving human service delivery. (NG)

ED 136 083

CG 011 090

Harris, Kenneth A.

**Student Views of Human Development Instruction: A Humanistic Accountability Procedure.**

Pub Date [75]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accountability, \*College Curriculum, \*College Students, \*Counseling Services, \*Course Evaluation, Evaluation, Higher Education, Human Development, \*Humanistic Education, Motivation, Research Projects, \*Student Personnel Services

At a time when counseling services in general are under critical scrutiny, and human development instruction is relatively unknown in the academic sphere, adequate means must be achieved to illustrate the impact of these offerings on students and how they help to fulfill an institution's goals while supporting themselves. This paper describes an evaluation of a human development course offered on a college campus. The project attempts to discover the impact of the human development instruction course and the salient motivations of the students who participated. Students who had participated in the course were subsequently contacted by mail, and another group of participants were handed the questionnaires. Students generally regarded the course as rewarding. Their motivations for attending included the fact that it seemed interesting; that they wished to learn about themselves; or their friends recommended it. (Author/NG)

ED 136 084

CG 011 091

Adams, Stuart

**Evaluative Research in Corrections: The Uncertain Road.**

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Feb 76

Grant—74-NI-99-0031-G

Note—25p.; Paper presented at the Annual Meeting of the Ontario Psychological Association (London, Ontario, February 12-14, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Correctional Rehabilitation, \*Corrective Institutions, \*Criminology, Prisoners, \*Program Evaluation, Rehabilitation, \*Research Design, Research Projects

Martinson's provocative article in Public Interest (Spring, 1974), denying efficacy in prisoner reform, singled out one of the uncertainties in correctional research. In their totality, these uncertainties embrace not only rehabilitative programs but also the method, theory, and organization of correctional research. To comprehend the status and effectiveness of correctional evaluation, we need to clarify such issues as (1) the relative efficacy of correctional treatments, (2) the importance of system models in evaluation, (3) extent to which research should strive for rigor in design, (4) importance of the theory in treatment and research, (5) proper location of research effort, (6) the place of advocacy in research, (7) preferred training for researchers, and (8) optimal administrative styles for correctional administrators. Logical and empirical considerations suggest that prisoner reform is as efficacious as other varieties of social reform; that system models of evaluation are under-used; that "weak" research designs impact correctional policy as heavily as "strong" designs; that "no theory" may be more useful than "formal" theory; that in-house researchers impact correctional policy more heavily than outside researchers; that advocacy is preferable to neutrality in applied correctional research; that "academic" orientation in applied researcher training may be dysfunctional; and that the impact of research is greater under "experimental" than under "committed" or "trapped" administrators. (author)

ED 136 085

CG 011 092

Back, Aaron T.

**Cognitive Modification in Depressed, Suicidal Patients.**

Pub Date 14 Jun 74

Note—20p.; Paper presented at the Meeting of the Society for Psychotherapy Research (Denver, Colorado, June 14, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Change, Behavior Problems, Counseling, \*Counseling Theories, Helping Relationship, Program Descriptions, \*Suicide, \*Therapy

Identifiers—\*Depression (Psychological), \*Target Therapy

The author describes his "Target Approach" to counseling depressed and/or suicidal patients. By tailoring a technique to selected characteristics ("targets") of the depression as well as to the

personality of the patient, more effective counseling is achieved. This target approach involves 3 steps: (1) breaking the problem of depression into specific, manageable units; (2) selecting the specific units to be worked on; and (3) determining what types of therapeutic intervention would be appropriate for this particular patient. Included is a list of common target symptoms with some suggestions for therapy. (Author/HMV)

ED 136 086

CG 011 093

Goldfried, Marvin R.

Taking Stock of Behavior Therapy: For Better or Worse.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Sep 76

Grant—MH24327

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976) Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Assertiveness, \*Behavioral Counseling, \*Behavior Change, Counseling, \*Counselors, \*Ethics, \*Reinforcement, Speeches, State of the Art Reviews, Therapists

The author examines those potential negative effects that appear to be intrinsically associated with behavior therapy. The behavior therapist faces the potential danger of encouraging what is likely to be reinforced by the client's environment, thereby maintaining a societal status quo which, in itself, may be harmful. The author mentions the use of reinforcement procedures with children, and assertive training for women to illustrate his point. His concern with reinforcement procedures for children, particularly with token economics, is whether therapists are perpetuating within these children strong expectations for approval from others, which may have long-range negative effects. Regarding assertive training for women, he notes that, until recently, assertive training was used less frequently for females than men, since assertive behavior was not viewed as appropriate for women. He advises the therapist to discuss openly the consequences of new behavior patterns with all clients. (Author/HMV)

ED 136 087

CG 011 094

Harmatz, Jerold

Tentative Approaches to Testing Elderly Volunteers in a Drug Trial.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 3 Sep 76

Grant—USPHS-MH-12279

Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Drug Therapy, \*Geriatrics, \*Gerontology, Measurement Techniques, Memory, \*Older Adults, \*Program Design, \*Senior Citizens, \*Testing Problems

From a study on drug treatment effects on the memory and affective functioning of ambulatory geriatric volunteers, the author recommends several methodological accommodations as necessary and expedient to geriatric assessment. Special procedural attention is required by certain characteristics unique to, or exaggerated among, elderly participants. Designs must acknowledge self-presentation difficulties, symptom overlap, and the importance of keeping things simple. (Author)

ED 136 088

CG 011 095

Tobias, Richard

Teaching Job-Related Behavioral Competencies Through the Use of Prescribed Leader Interventions Within a Structured Group Counseling Program. Special Report

Mobilization for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—82-36-71-07-11; PB-213-863

Pub Date Nov 72

Contract—DL-82-36-71-07

Note—15p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (HC\$3.00, MF\$0.95, order number PB213-863)

Document Not Available from EDRS.

Descriptors—\*Counseling Programs, \*Employment Qualifications, \*Group Counseling, \*Manpower Utilization, Motivation, Performance Based Education, Pilot Projects, Program Descriptions, \*Vocational Counseling

The Experimental Manpower Laboratory developed and piloted a structured counseling program which was designed to teach specific job-required behaviors. Each structured counseling session had as its objective, one of the job-required behaviors. Within the session specific interventions were prescribed to achieve the predetermined objective. This systematic approach permitted more clear delineation of the problems attendant on the utilization of group interventions which in turn permitted the analysis of the problems and raised questions directed to their systematic resolution. Most of these problems have been elusive of clear definition and therefore analysis and resolution. This paper identifies some of the problems in utilizing group interventions to achieve specific pre-stated objectives. (Author)

ED 136 089

CG 011 101

Aries, Elizabeth

Sex Differences in Small Group Behavior.

Pub Date 1 May 76

Note—21p.; Paper presented at the Conference on Sex Roles in American Society: A Psychological Perspective (Troy, New York, May 1, 1976) Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Behavior Patterns, College Students, \*Group Behavior, Group Dynamics, Groups, Interaction Process Analysis, Research Projects, \*Sex Differences, Sex Discrimination, \*Sex Role, \*Sex Stereotypes, \*Social Attitudes

This paper reports a study of the characteristics of the social interaction of single sex and mixed groups. Two all male groups, two all female groups, and two mixed groups were studied over five 90-minute sessions. Interaction data was gathered by two observers who recorded each time a member spoke and to whom he/she spoke. Group meetings were tape recorded and a sample of 70,000 words was analyzed by the General Inquirer, a computer aided content analysis system. The results indicate connections between societal sex role requirements and small group behavior. The who-to-whom scoring and content analysis similarly reflect the themes of intimacy and interpersonal relations for women, and themes of competition and status for men. The findings also indicate that men and women express different parts of themselves in the content and structure of their groups when interacting with members of the same and the opposite sex. The interaction styles found in this study are then used as a framework from which to understand what does occur in other settings, specifically the classroom, and the committee or work group. Questions are raised about the limitations these styles impose on individual and group potential, and how we might begin to change them. (Author)

ED 136 090

CG 011 103

Haffa, Robert P., Jr., Ed.

Women and the American Economy: A Bicentennial Appraisal. Proceedings of the Air Force Academy Assembly (18th, Colorado Springs, Colorado, March 10-13, 1976).

Air Force Academy, Colorado Springs, Colo.

Pub Date Mar 76

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Conference Reports, Disadvantaged Groups, \*Females, \*Feminism, \*Labor Force, Life Style, \*Sex Discrimination, \*Social Factors, Socioeconomic Influences, Working Women

The proceedings delve into facets of the women's movement in America and, particularly the effect of women on the national economy. Highlighted are the speeches to the Assembly of Ms. Betty Friedan, Mrs. Catherine Egan, Dr. Peggy Kruger, Dr. Jean Lipman-Blumen, and Mrs. Phyllis Schlafly, as well as a final report adopted by the Assembly. The personal, social, and economic factors which have altered the awareness of traditional sex roles and have given impetus to the "sex role revolution" are enumerated and discussed. The impact of the changing sex stereotype upon the family and society is

detailed. Pros and cons of the Equal Rights Amendment are presented. (MMCL)

ED 136 091

CG 011 111

Bennett, Edward C.

Operation C.O.D. "Curtalement of Dropouts." A Program Designed to Improve Pupil Self-Esteem Thereby Reducing Future School Dropouts. Maxi II Practicum.

Pub Date 17 Dec 75

Note—252p.; Best Copy Available; Some pages may reproduce poorly; Ed. D. thesis, Nova University

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—\*Counseling Programs, \*Disadvantaged Youth, \*Dropout Prevention, Elementary Secondary Education, Inner City, Potential Dropouts, Program Descriptions, Research Projects, School Holding Power, \*Self Concept Tests, Self Esteem, \*Underachievers

The purpose of this study was to develop and test a counseling program designed to improve pupil self-esteem, thereby hopefully reducing the number of future school dropouts. The program was conducted at Cooley Education and Vocational Guidance Center and served 87 pupils. The need for such a program was apparent when the high rate of secondary school dropouts was ascertained for this school district. Traditional statistical evaluatory procedures were applied to data collected in five major areas: "How I See Myself Scale," school conduct, school attendance, school achievement, and reading achievement. Criteria for transfer to this special program are questionable reading ability and poor school adjustment. The results show overall "N" growth in all areas. (Author)

ED 136 092

CG 011 112

Cox, Gloria Paris, Scott G.

Associative Bases of Encoding: An Age-Related Dimension?

Pub Date 6 May 76

Note—12p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, \*Age Differences, Children, \*Cognitive Processes, Cues, Learning, \*Mnemonics, \*Recall (Psychological), Research Projects, \*Retention, Speeches

This series of studies was concerned with developmental changes in memory organization. Denney & Zimbardo's (1972) "complementary-similarity" shift with age in the bases of encoding for memory was investigated with two new paradigms which assessed memory performance for the same stimulus materials within the same subjects. No evidence was found to support the differential memory organization hypothesis. The results are interpreted in terms of information availability and strategy effectiveness. (Author)

ED 136 093

CG 011 114

Duffy, Karen G. DeJulio, Steven S.

The Relationship of Neuroticism to Proxemic Behavior.

Pub Date [74]

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment (to Environment), Behavioral Science Research, College Students, Maladjustment, \*Neurosis, Paranoid Behavior, \*Perception, Psychology, \*Psychopathology, Sex Differences, \*Social Behavior, \*Space Orientation

Identifiers—\*Proxemics

This research project used 93 college students to study the correlation between neuroticism and interpersonal space. The study shows that stressed persons prefer larger social distances than do well adjusted persons. Results also revealed a proxemic difference related to sex of the experimenters, with subjects preferring to sit closer to female experimenters. The paper includes implications of the study for clinical practice. (MML)

ED 136 094

CG 011 119

Santoro, Thomas J.

Organizing an Effective Public Relations Program for the Stroudsburg Area School District. Maxi I and Maxi II, Final Report.

Pub Date 31 Mar 76

Note—397p.; Ed. D. Thesis, Nova University; Best Copy Available; Some pages will reproduce poorly

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.**

Descriptors—\*Community Action, Elementary Secondary Education, Guides, Organizational Communication, Program Descriptions, \*Program Development, \*Program Evaluation, Public Opinion, \*Public Relations, Questionnaires, \*School Community Relations  
Identifiers—Stroudsburg Area School District PA

The purpose of this project was to organize an effective, comprehensive, public relations program in a medium size school district and, hopefully, increase the image of the district. The data contained in this report will demonstrate a clear need for the organization of a public relations program, the extent to which an effective, comprehensive program was established, and the resulting improvement in the image of the district. The program was organized following the coordinate model of combining input from local school personnel with that from the central office personnel. Adoption of this program by a small to medium size school district could result in a similar efficient, comprehensive, and relatively low cost public relations program with improved school image. (Author)

ED 136 095

CG 011 120

Sushinsky, Leonard W.

Effects of Reinforcement Programs on Intrinsic Motivation.

Pub Date May 76

Note—21p.; Paper presented at the Annual Convention of the Midwest Psychological Association (Chicago, Illinois, May 6-8, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Attribution Theory, Literature Reviews, \*Motivation, \*Performance, Psychological Studies, \*Reinforcement, Reinforcers, \*Rewards, Speeches, \*State of the Art Reviews

Identifiers—Intrinsic Motivation

Attribution Theory has led to predictions that the use of material reward may impair intrinsic motivation in the rewarded activity (decreased play effects). A review of the pertinent literature reveals, however, (a) that attribution research has failed to reliably demonstrate that decreased play effects occur in minimal-trial studies (b) that for what effects are reported, alternative and more plausible explanations are available; and (c) that reinforcement programs (multiple-trial studies) do not produce decreased play effects beyond chance levels. Implications and recommendations based on the review are offered. (Author)

ED 136 096

CG 011 121

Walder, Leopold O. And Others

Morse Crisis Intervention Center "Project Advance". Final Report.

Behavior Service Consultants, Inc., Greenbelt, Md.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Jul 76

Contract—0683-AA-NS-0-6-GA

Note—62p.; Attachments and appendices (pp. 55-111) not filmed due to marginal legibility.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Demonstration Projects, \*Educational Alternatives, \*Evaluation Methods, \*Intervention, Interviews, \*Program Evaluation, Psychological Services, Questionnaires, Secondary Education

An evaluation of the "Project Advance" program at the Morse Crisis Intervention Center was conducted. Review of documents, formal and informal interviews, questionnaires and direct observations were the methods used to assess the correspondence between the objectives of the program and its achievements. The evidence, based on findings from analyses of all the data, points to a program which shows a high degree of correspondence between its objectives and its achievements. Raw data, findings based on analyses of these data, and conclusions are included in the Final Evaluation Report. Recommendation to continue the program, with a few modifications of certain aspects of the program, are provided in the Final Evaluation Report. A discussion of the roles of the inside and outside evaluators and a presentation of suggested ways to improve the evaluation of this and other programs are also included in this report. (Author)

ED 136 097

CG 011 122

State Plan for Comprehensive Guidance Program.

Hawaii State Dept. of Education, Honolulu.

Pub Date Mar 75

Note—101p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Educational Planning, Elementary Secondary Education, \*Guidance Objectives, \*Guidance Programs, \*Guidance Services, \*Program Development, \*Program Guides, \*Program Planning, \*Statewide Planning

This state plan is a working document in the planning and developing of the Department of Education's guidance program for the present and the immediate future. The plan identifies approaches and activities to help students with their normal but nonetheless crucial growing up tasks, as well as with their special problems. It anticipates their needs and suggests ways to meet them promptly to insure the students' maximal personal development. This document also contains provisions for implementing the guidance program, such as coordination of program management, staffing, in-service training and material resources. Implementing guides by levels for use by school personnel will be forthcoming. (Author)

ED 136 098

CG 011 124

A Framework for Crime Prevention and Drug Education in Texas: Desirable Teacher Competencies.

Texas Education Agency, Austin. Div. of Crime Prevention and Drug Education.

Pub Date Jun 75

Note—39p.; For related document, see CG 011 125

Available from—Texas Education Agency, Division of Crime Prevention and Drug Education, 201 East Eleventh Street, Austin, Texas 78701 (HC \$1.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Crime, Drug Abuse, \*Drug Education, \*Instructional Materials, Manuals, Secondary Education, Teaching Guides, \*Teaching Skills, \*Teaching Techniques

This manual provides guidelines for both teachers and students, developed by the Texas Education Agency for their program of crime prevention and drug education. It enumerates the necessary teacher competencies in skills and attitudes in the secondary school, directed toward bringing about desired student activities. A glossary of pertinent terms is also included. (Author)

ED 136 099

CG 011 125

A Framework for Crime Prevention and Drug Education in Texas: Desirable Student Outcomes.

Texas Education Agency, Austin. Div. of Crime Prevention and Drug Education.

Pub Date May 73

Note—50p.; For related document, see CG 011 124

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Affective Objectives, Cognitive Objectives, \*Curriculum Guides, \*Delinquency Prevention, \*Drug Education, \*Educational Objectives, Elementary Secondary Education, \*Program Evaluation, \*Program Planning

This manual has been prepared as a guide to assist school district administrators, coordinators, and teachers in organizing and implementing a sequential program of instruction in crime prevention and drug education. This framework is the result of a two year study by staff members of the Texas Education Agency, local school districts, regional education service centers and teacher education institutions. It is hoped that this guide will serve as a useful tool in program planning and evaluation. (Author)

ED 136 100

CG 011 126

Vogler, Daniel E.

Development and Implementation of a Manpower Leadership Program. Project Report.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—Michigan State Dept. of Labor, Lansing.

Pub Date 30 Jun 76

Note—219p.; Best Copy Available

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Bibliographies, Curriculum Guides, Demonstration Projects, Higher Education, \*Leadership Training, \*Manpower Development, Performance Based Education, Program Descriptions, \*Program Development, \*Program Evaluation

This report represents the first year record of the Manpower Leadership Education Project. This inaugural effort toward cooperative manpower leadership training between a labor depart-

ment base and university occupational education base was made possible by a contract between the Michigan Department of Labor, Bureau of Manpower, and the University of Michigan, School of Education, Occupational Education Programs. A cross-campus, interdisciplinary approach was used in delivery of training. The report contains four primary components: (1) overview chapter, (2) 1975-1976 results chapter, (3) evaluation and recommendations chapter, and (4) appendices with supportive data. (Author)

ED 136 101

CG 011 127

Deosaran, Ramesh A. Wright, E. N.

The 1975 Every Student Survey; Student's Background &amp; Its Relationship to Program Placement. Research Service No. 138.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Jun 76

Note—116p.; For Related Document, see ED 082 074

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Academic Achievement, Cultural Background, Elementary Secondary Education, \*School Demography, Social Characteristics, \*Sociocultural Patterns, \*Student Characteristics, \*Student Placement, Surveys  
Identifiers—\*Ontario (Toronto)

This was the first in a series of four reports from the 1975 Every Student Survey. The Survey described the demographic, social, and academic characteristics of the 100,000 elementary and secondary students in the Toronto school system. This report indicated, through a series of cross-tabulations, how students of different language and socio-economic backgrounds and from different countries were distributed across the six areas of the system. Cross tabulations were also presented to show the relationship between students' backgrounds and their placement in various types of programs and special education classes. Comparisons were made with the results from a similar survey done in 1970. Similar trends were found in both surveys. (Author)

ED 136 102

CG 011 129

Goguen, Lucille

The General Aptitude Test Battery.

Pub Date 13 May 76

Note—29p.; Paper presented at the Atlantic Regional Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, Canada, May, 1976); Parts of appendix may be marginally legible due to quality of original

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Aptitude Tests, Educational Policy, \*Norm Referenced Tests, \*Occupational Tests, Research Tools, \*Test Reviews, \*Vocational Aptitude, \*Vocational Counseling  
Identifiers—\*General Aptitude Test Battery

The development and use of the GATB in the United States is presented by a Canadian author. The history of establishing the norms for the GATB is also discussed. The use of the GATB as a counseling and selection tool is outlined while another section of the article points out the advantages and disadvantages of the test battery. There are also nine charts and graphs in the appendix suitable to be used with a presentation. (MPJ)

ED 136 103

CG 011 130

Vanderpool, James H.

An Analysis of the Role of Self Concept and Organizational Concept and the Effects of Their Relative Congruence on Organizational Participation and Work Performance.

Pub Date Jul 75

Note—192p.; Ph.D. Dissertation, Walden University

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Adults, Efficiency, \*Employee Attitudes, Employer Employee Relationship, \*Organizational Effectiveness, \*Performance Factors, Productivity, Research Projects, \*Self Concept, \*Vocational Adjustment, \*Work Attitudes

This study analyzed the role of self concept and organizational concept, and the effects of their relative congruence on organizational participation and work performance. Subjects were 20 first-line supervisors in a midwestern manufacturing company. They were interviewed and tested for self concept, organizational concept, organizational participation, and work per-



formance, using an ex post facto field study methodology. The subjects were then classified into three groups according to conceptual states: (1) positive, (2) neutral/positive, and (3) negative. Means, standard deviations, and correlations of variables were computed. A one-way analysis of variance tested for discriminate analysis of significance between groups, and tests were used for discriminate analysis of variables between groups. The results showed a partial relationship between self concept and organizational concept and a statistically significant relationship between organizational participation, work performance, and the conceptual states. (Author/MPB)

#### ED 136 104

CG 011 131

Jones, Richard R.

Achievement Place: The Independent Evaluator's Perspective.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date Sep 76

Grant—ROI-MH-25631

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adolescents, Behavior Change, \*Delinquent Rehabilitation, Evaluation Criteria, Models, Program Evaluation, \*Rehabilitation Counseling, \*Research Methodology, Research Tools

Identifiers—\*Achievement Place, \*Group Homes

The paper describes the methodology used in an ongoing, independent evaluation of the teaching family model, also known as "Achievement Place," a community-based group home treatment program for predelinquent and delinquent adolescents aged 12-16. Youths referred by courts and other agencies live with surrogate parents, in groups of eight, for about nine months. The paper outlines evaluation procedures aimed at determining relative effectiveness of the teaching family program and comparison rehabilitation programs. There are seven graphs and charts summarizing the criteria used for the comparison (Author/MPB)

#### ED 136 105

CG 011 132

Glover, John A.

Increasing Creative Writing: Predicting the Unpredictable.

Pub Date [76]

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Change, College Students, Composition (Literary), Creative Writing, \*Creativity Research, \*Divergent Thinking, Figurative Language, Higher Education, Imagination, \*Performance Factors, \*Positive Reinforcement, Research Projects

This paper reviews earlier experiments in fostering creative expression in the writing of students at all educational levels, and presents an abstract of an experiment involving 81 students of educational psychology at Tennessee State University. Each wrote one essay per week, which was then rated for creativity on four scales (fluency, flexibility, elaboration, originality) by six judges. Subjects were divided into three groups, each receiving a different kind of reinforcement: (1) Group 1 subjects received points according to each subject's performance on each essay; (2) Group 2 received points as a group according to group's cumulative performance on each essay; (3) Group 3 subjects each received a fixed number of points regardless of scores on essays. Results were analyzed by a one-way analysis of covariance and the Scheffe's S multiple comparison technique. Examination of the results showed that: (1) both contingent reinforcement groups were significantly superior in terms of all four measures of creative ability to the non-contingent group; and (2) there was a significant difference between the group-shared reinforcement section and the individual reinforcement section, with the group sharing section being superior. Both contingent reinforcement groups showed dramatic increases in all four measures of creative responding over baseline (five weeks baseline, 11 weeks treatment). (Author/MPB)

#### ED 136 106

CG 011 133

Stimac, Michele

Job Search Techniques: Emphasis on Mid-Career Change.

Pub Date 19 Mar 76

Note—10p.; Paper presented at the Annual Conference of the National Association of Women Deans, Administrators, and Counselors (60th, New Orleans, Louisiana, March 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adult Vocational Education, \*Career Change, \*Employment Opportunities, Guides, \*Job Application, Job Market, \*Job Search Methods, Post Secondary Education, Self Actualization, \*Skill Analysis, Speech, Speeches

The author reports autobiographically and analyzes the components of a successful job search in mid-career. Practical suggestions are given which apply to "early career individual" as well as to "mid-career persons." The four ingredients of an effective job search strategy are: being organized, identifying personal skills, holding positive self-concepts and initiating contacts to fit each potential job situation. (SBP)

#### ED 136 107

CG 011 134

Nolte, M. Chester

Legal Aspects of Guidance and Counseling in Colorado.

Colorado State Dept. of Education, Denver.

Pub Date Jul 76

Note—73p.

Available from—Colorado Department of Education, Denver, Colorado (HC \$2.00, free to Colorado Public Schools)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Case Records, \*Confidentiality, \*Counseling, Counselor Role, Court Litigation, Due Process, Elementary Secondary Education, Federal Legislation, \*Guidance, \*Laws, Legal Problems, \*Legal Responsibility, State Legislation, \*Student Rights

Identifiers—\*Colorado

This monograph details, in question-and-answer format, the rights of students and the responsibilities of guidance counselors under federal and Colorado state law. Prominent topics include: Confidentiality of student records, freedom of information, the boundaries separating the rights of students, the rights of parents, and the rights of school authorities, nondiscrimination legislation, due process, and the legal ramifications of various kinds of counseling (drug, medical, sexual, moral, etc.). The code of ethics of the American School Counselors Association appears in an appendix. (MPB)

#### ED 136 108

CG 011 135

Littrell, John M.

Effect of Role on Causal Attributions for Counselor Trainee Behaviors.

Pub Date [75]

Note—16p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Attribution Theory, \*Behavior Rating Scales, \*Counselor Role, \*Counselor Training, Educational Research, \*Identification (Psychological), Research Projects, \*Role Theory

Attribution theory focuses on the differences in perceptions that people have of the causes of behaviors and events. In this study attribution theory was used to determine the effect of role in a counseling interview on ratings of causal attributions for counselor and client behaviors. Counselor trainees (n=42) were randomly assigned to the roles of counselor, client, or observer for 15-minute counseling interviews. Following the counseling the trainees rated counselor and client behaviors and the causes of the behaviors. Counselors rated their own behaviors and the client behaviors as the most situationally caused. Clients rated their own behaviors and counselor behaviors as the least situationally caused. Dispositional ratings were not used to differentiate the causes of behaviors. The relevance of attribution theory in understanding counselor and client behavior was discussed. (Author)

#### ED 136 109

CG 011 136

de Wolf, Virginia A.

Factors Related to Postgraduate Educational Aspirations of Women College Graduates.

Pub Date 4 Sep 76

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, \*Career Planning, College Freshmen, \*Females, \*Graduate Study, \*Guidance Programs, Higher Education, \*Occupational Aspiration, Research Projects, Secondary School Students, Speeches, Surveys

This study compared 105 women university baccalaureates intending graduate study the year following graduation with women graduates matched by age and major who did not intend such study. Aspirers had significantly higher GPAs than non-aspirers, were more satisfied with their undergraduate major, had more often selected their major as preparation for graduate study, and were more decided upon their intended occupations. It was concluded that career education efforts be strengthened for pre-major freshmen and high school women to assist them in exploring career alternatives, potential college majors, and the vocational ramifications of selecting a major. (Author)

#### ED 136 110

CG 011 137

LaPointe, Karen A.

Cognitive Therapy and Assertive Training in the Treatment of Depression in Women.

Pub Date [73]

Note—43p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Assertiveness, \*Behavior Change, Experimental Psychology, \*Females, \*Group Counseling, Mental Health, Personality Studies, Research Projects, \*Role Playing, \*Self Actualization

Little empirical study has been done on the efficacy of the variety of psychological approaches used to treat depression. The author reviews theoretical points of view: psychoanalytic, cognitive and behavioral, and constructs an experimental design to compare the relative effectiveness of cognitive therapy, assertiveness training and insight orientation. Thirty-three moderately depressed women subjects were pretested and completed six sessions according to the plan. Follow-up interviews indicated women in the assertive and cognitive groups felt better in mood, ability to cope, and relationships with others. Post treatment inventories showed no differential effect of the treatments. (SBP)

#### ED 136 111

CG 011 138

Datan, Nancy Roth, Sandra R.

Anatomy, Destiny, and Predestination: Women and the Loss of Control.

Pub Date Sep 76

Note—5p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976) Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Androgyny, \*Females, Personality Theories, Psychological Needs, \*Role Theory, \*Self Actualization, \*Sexuality, \*Socialization, Speeches

Stereotyped views of active masculinity and passive femininity have recently come under increasingly critical scrutiny. From the abstract to the practical, the authors see a growth of efforts toward equality of social opportunity regardless of biological differences. The central thesis of the paper is that women are repeatedly subject to experiences which entail loss of control which serves not only to explain the stereotyped view of passive femininity but also to guide our understanding of personality development, sex roles and current social controversy concerning females' need for personal identity. (Author/SBP)

#### ED 136 112

CG 011 139

Hayslip, Bert, Jr. Sterns, Harvey L.

Age Differences in Relationships Between Crystallized and Fluid Intelligences and Problem Solving.

Pub Date [75]

Note—17p.; Best copy Available; some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Development, \*Age Differences, \*Cognitive Processes, \*Intellectual

Development, \*Learning Processes, Mental Rigidity, \*Performance Factors, \*Problem Solving, Research Projects, Thought Processes

One hundred and sixty-two subjects of three age levels were tested to examine the relationship between crystallized and fluid abilities and three problem solving tasks varying in the abstractness/concreteness of their stimuli and emphasis on past experience. These dimensions have been used by Davis to distinguish between Type "O" and Type "C" problem solving. Predictions regarding problem solving made from the crystallized-fluid intelligence theory of Horn and Cattell were supported only in the elderly group of subjects. Between factor relationships supported a reintegration of abilities in old age, contrary to crystallized-fluid theory predictions made on the basis of previous research. Results suggested that a reinterpretation of age-related trends in ability-performance relations is warranted emphasizing the roles of cohort specificity and individual differences in such relationships. (Author)

ED 136 113 CG 011 140

Anstey, Alfred And Others  
"A Prairies' and a Natterin' and 'Avin' a Do a  
Tousand Gunshots from the Ivory Tower," or  
Combining Field Services and Graduate Counselor  
Education Through Intensive, Short-Term  
Remote Practice Experiences.

Pub Date May 76

Note—24p.; Paper presented at the Atlantic Regional Conference of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, May 13-14, 1976); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Consultation Programs, \*Counselor Training, \*Field Experience Programs, \*Practicums, Program Descriptions, \*Rural Schools, \*School Community Programs, Speeches  
Identifiers—\*Canada

This paper is a discussion of several of the short-term, intensive field practica experiences which have been integrated into the Memorial University graduate counselor education program. The approach in counselor education provides needed counseling services to more remote communities, enables school boards to see counselors in action, thus providing encouragement for initiating or expanding counseling services, provides valuable working links between university and schools, and serves as an integrative and solidifying guidance experience to students while still in the program. The paper discusses objectives of these short-term practica, procedures and planning, the role that these experiences play in a counselor education program, and an evaluation of the program. (Author/SP)

ED 136 114 CG 011 141

Careers Canada, Volume 10: Careers in Sales.  
Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 76

Note—38p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/10-1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Change, Career Choice, \*Career Opportunities, \*Employment Opportunities, Guides, \*Jobs, Merchandising, \*Occupational Information, Retailing, Salesmanship, \*Sales Occupations  
Identifiers—\*Canada

This booklet, one of a series on Canadian career opportunities, is designed for those who are interested in a career in sales. The sales occupations described include manufacturers, wholesale, technical and scientific sales representatives, sales managers, purchasing agents and buyers, and retail sales persons and managers. Special sales careers described include real estate agents, insurance sales, travel agents, auctioneers and security sales persons. Ideal background, education, qualifications, training, working conditions, salary and future outlook of each position are incorporated in profiles of individuals employed in these sales positions. (JTR)

ED 136 115 CG 011 142

Careers Canada, Volume 9: Careers in the Hospitality Industry.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 76

Note—37p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/9-1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Awareness, \*Employment Opportunities, \*Food Service Occupations, Guides, Hotels, \*Job Analysis, \*Jobs, Managerial Occupations, Manpower Needs, \*Occupational Information, Tourism  
Identifiers—\*Canada

This booklet, designed for prospective job seekers, describes occupational opportunities within the food service, food preparation and hotel/motel industries in Canada. The preparatory training and job descriptions of cooks, chefs, tourist guides, waiters, hotel and restaurant managers, bartenders and front desk clerks are highlighted. Organizational charts provide information concerning the occupational hierarchy and means of advancement within the hotel/motel and restaurant industries. The authors are convinced that the Canadian tourism industry is rapidly growing; they estimate the number of people employed in these occupations will increase by over 20 percent within the next five years. (NWS)

ED 136 116 CG 011 143

Careers Canada, Volume 8: Careers in Personal Services.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 76

Note—34p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/8-1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Planning, \*Employment Trends, Guides, \*Jobs, \*Occupational Information, Secondary Education, \*Service Occupations, \*Vocational Education  
Identifiers—\*Canada

This guide, prepared by the Canadian office of Manpower and Immigration, informs secondary students of many alternative employment possibilities, and educates the students as to qualifications required. Interviews with workers in various fields of the personal services careers detail what students can expect and what is expected of them for each job. Also included in the booklet is a future outlook predicting employment trends in each field's future. (MML)

ED 136 117 CG 011 144

Careers Canada, Volume 6: Careers in Social Sciences.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date [76]

Note—27p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada \$1.20, other countries, Catalogue No. MP70-20/6-1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Awareness, \*Employment Opportunities, Guides, \*Job Analysis, Job Applicants, \*Manpower Needs, Occupational Choice, \*Occupational Information, \*Social Sciences, Vocational Interests, Work Environment  
Identifiers—\*Canada

This booklet, designed for job seekers, familiarizes the reader with careers in the social sciences. Occupational information is provided about careers in anthropology, economics, geography, history, political science, psychology and sociology. It outlines the various types of interests that Canadian social scientists pursue, the nature of their work, the specialties in the field and the environments in which they work. In addition, the booklet provides information about the availability of jobs in particular fields of interest. Tips on how to begin looking for a job in Canada, as well as resume writing and interview techniques are included. (NWS)

ED 136 118 CG 011 145

Careers Canada, Volume 7: Careers in Protective Services.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 76

Note—52p.

Available from—Printing and Publishing, Supply and Services Canada, Ottawa, Canada KIA OS9 (HC \$1.00, Canada, \$1.20, other countries, Catalogue No. MP70-20/7-1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Career Planning, \*Employment Opportunities, Guides, \*Jobs, \*Occupational Information, \*Police, Secondary Education, \*Service Occupations  
Identifiers—\*Canada

This guide, prepared by the Canadian Office of Manpower and Immigration, intends to inform secondary students of many alternative employment possibilities and educate the students as to qualifications required. Interviews with workers in various fields of the protective services careers detail what students can expect and what is expected of them for each job. Also included in the booklet is a future outlook predicting employment trends in each field's future. (MML)

ED 136 119 CG 011 146

Annual Report of the Hawaii State Senior Center.

July 1, 1975-June 30, 1976(7th).

Hawaii State Senior Center, Honolulu.

Spons Agency—Hawaii Univ., Honolulu. Honolulu Community Coll.

Pub Date 30 Jun 76

Note—142p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Adult Development, Adult Education, Asian Americans, \*Community Organizations, \*Continuing Education Centers, Cultural Interrelationships, Ethnic Origins, \*Facility Planning, \*Gerontology, Life Style, Mental Health Programs, \*Senior Citizens, Social Reinforcement  
Identifiers—\*Hawaii

This report contains informal material as well as brief research reports of Center activities. The concept of the Center is that it serves as a pilot project to be replicated throughout the state to raise the level of individual functioning of old people to the highest level possible. It is intended that the educational as well as social aspect of the Center will provide a fundamental departure from the traditional role expected of the retiree. Over 2000 participants engage in Center activities; however, Japanese, Chinese and Hawaiian ethnic background persons predominate with an underrepresentation of part-Hawaiian, Filipino and Caucasian persons within the target area. Research conducted at the Center is being carried on by University personnel to study the relationship of visual acuity to judgement (65 and over), as well as health screening and exercise programs. Abstracts are appended. (SBP)

ED 136 120 CG 011 147

Herself: Elle-Meme. Report of the Nova Scotia

Task Force on the Status of Women.

Nova Scotia Task Force on the Status of Women, Halifax.

Pub Date Nov 76

Note—92p.; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Changing Attitudes, Family (Sociological Unit), \*Females, \*Feminism, \*Government Role, Social Attitudes, \*Social Problems, \*Social Status, Working Women  
Identifiers—\*Nova Scotia

This report to the Canadian Government from the Nova Scotia Women's Task Force examines the social issues and problems pertaining to the women's movement in that province. Discussions are provided on the situations and attitudes toward homemakers, working women, marriage, divorce, child care, education, health, and political participation. Recommended implementations to improve conditions are included, as well as a bibliography and a detailing of actions taken by the government. (MML)

ED 136 121 CG 011 148

Yockey, Jamie M. And Others

Sex Role Perceptions and Behavior.

Pub Date [75]

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Behavior Change, \*Behavior Patterns, College Students, Experimental Psychology, \*Females, Personality Theories, Research Projects, \*Role Theory, \*Sex Role, \*Social Reinforcement

The sex role preceptions and behavior of female college students were examined in this study. Using an exchange theory orientation, it was hypothesized that role perceptions and related behavior patterns are related to the rewards and costs a woman expects to result from the performance of masculine and feminine behaviors. The women first completed a series of sex role scales and then participated in group discussion sessions with male confederates. The results support a social reinforcement orientation to sex role perceptions and behavior, and suggest that in order to change women's role perceptions and actual behavior, a change in the outcomes available for alternative behavior patterns is essential. (Author)

**ED 136 122** CG 011 149  
Whitten, Cecil J.

**The Role of the Disabled in the Overall Picture of the Rehabilitation Process.**

Pub Date May 76

Note—17p.; Paper presented at the Annual Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, May 13-14, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Activity Learning, Adult Counseling, \*Counselor Role, Goal Orientation, \*Group Dynamics, \*Interpersonal Competence, \*Physically Handicapped, Post Secondary Education, \*Rehabilitation, Self Concept, Speeches  
In this experimental program the client is involved directly from the initial interview. The intention of the program is to give the disabled a more autonomous role by sharing common successes, problems and failures in group discussions with other disabled persons. Budgeting, child care, and nutrition are included in the academic program which utilizes low level, high interest books. Emphasis is placed on personal relationships between tutors and clients. Client ages range from 16 years to adult years. Work training and job placement are an integral part of the project. The focus is on enabling handicapped persons to risk their own security and dependence in order to become more functioning members of society. (SBP)

**ED 136 123** CG 011 151  
Wall, W.D.

**Constructive Education for Children. International Bureau of Education Studies and Surveys in Comparative Education Series.**

International Bureau of Education, Geneva (Switzerland).

Pub Date 75

Note—345p.; Forward by Jean Piaget

Available from—George G. Harrap & Co., Ltd., 182-814 High Holborn, London, England WC1V 7AX (ISBN 92-3-101195-2, limpbound and ISBN 92-3-101196-0, Hardbound)

**Document Not Available from EDRS.**

**Descriptors**—Books, Change Strategies, \*Child Rearing, \*Comparative Education, \*Cultural Context, \*Developmental Stages, Educational Anthropology, Environmental Influences, \*Mental Health, Primary Education, \*Socialization

**Identifiers**—\*Europe

In this volume the author first analyses the roots and directions of contemporary social change, and derives a series of questions to which education has to find practical answers and a concept of mental health defined not as adjustment but as dynamic adjustability. In the light of present knowledge of the dynamics of child development, he reviews the role of the family, of preschool institutions and of the first five years or so of compulsory schooling with two ends in mind: to identify and eliminate unnecessary deprivations and stresses; and to search for means in terms of social organization, child-rearing styles and pedagogic methods—which will increase the ability to tolerate and use the anxiety inherent in rapid change and also to develop the intellect as a flexibly creative means of dealing with open-ended problems. (Author)

**ED 136 124** 95 CG 011 152  
Verheyden-Hilliard, Mary E.

**A Handbook for Workshops on Sex Equality in Education. Information Activities Resources for Educators, Students and the Community.**

American Personnel and Guidance Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date [76]

Note—92p.; Hard copy not available due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Responsibility, \*Equal Opportunities (Jobs), \*Feminism, Laws, Resource Guides, \*Sex Discrimination, \*Sex Role, Social Action, \*Social Change, \*Social Influences

The 80-page handbook contains information activities, and resources for educators, students and communities, focusing on a model workshop based on experiences with over 300 workshops on sex equality in education throughout the U.S. Workshop information is practical and includes the problem as well as coping techniques for counselors with specific examples of workshop procedures and resources. Pertinent U.S. laws are appended and discussed in a question-answer format. (SBP)

**ED 136 125** CG 011 155  
Crosbie, Janet Garlie, Norman W.

**Death Concern and the Helping Professional.**

Pub Date May 76

Note—10p.; Paper presented at the Annual Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, May, 1976) Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adjustment Problems, \*Counseling, \*Counselor Training, \*Death, \*Health Occupations Education, Helping Relationship, \*Nurses, \*Professional Education

The authors review the literature on the current state of training for health professionals to cope with death and dying. They also comment on recent changes in cultural attitudes toward death. Representatives of the helping professions (counselors, teachers, nurses, doctors, clergy, social workers) should be better prepared to help people deal with fears and grief. A questionnaire study (Newfoundland) indicates that young trainees in nursing are more acceptant of death than older members of other helping professions. (SBP)

**ED 136 126** CG 011 156  
Heacock, Don Cunningham, Cheryl

**Self-Esteem in the Black Child Placed in a White Family: An Introductory Study.**

Pub Date [75]

Note—25p.; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adopted Children, \*Black Youth, Caucasians, Child Psychology, \*Family Influence, Individual Development, \*Perception, Racial Recognition, Research Projects, \*Self Concept, \*Self Esteem, Social Psychology

In this project, Black children aged four and a half or older who had been placed in white adoptive homes were studied to determine whether or not they have a different self concept, a different degree of psychopathology and a different reaction to black and white skin color than do a similar group of Black children placed in Black homes. The Black children in both sets of families were rated, and a score given to each based upon his/her responses to a questionnaire, self-rating drawings, and observation. The data obtained indicated that no significant differences existed between the Black children adopted into White families and the Black children adopted into Black families in the areas of self esteem and psychopathology. However, the White family-raised Black children did have a different perception of Black and White skin color. They saw blackness and Black skin color more negatively than did Black children raised in Black families. (Author/MML)

**ED 136 127** CG 011 159  
Klassen, Daniel

**The Pyramid Problem Solving Model.**

Pub Date May 76

Note—30p.; Paper presented at the Annual Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, May, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Conflict Resolution, \*Counseling Effectiveness, Decision Making Skills, \*Group Counseling, Interpersonal Competence, \*Peer Groups, \*Performance Contracts, \*Problem Solving, Program Descriptions, Students

There is much to be read and said about the value of group counselling. The central purpose of this paper is not to convince someone of the merits of group work but rather to describe a group counselling model which has met with some success. The Pyramid Problem Solving Model is based on a series of tasks which, if completed, propose to aid the client to see his concerns as less ambiguous and confused and more specific and concrete; he will see himself as less helpless and powerless and more in a position of control over the responses he is receiving from his environment; he will see himself as less apart from his school and more a part of his peers and school. (Author)

**ED 136 128** CG 011 162  
Ramsey, G. Ross Barnes, Lesley

**Drugs, Society and Personal Choice: A Summer School for Teachers.**

Pub Date May 76

Note—68p.; Paper presented at the Annual Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, May, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Alcohol Education, Change Strategies, \*Course Descriptions, Curriculum Evaluation, Drug Abuse, \*Drug Education, Outreach Programs, \*Prevention, \*Summer Programs, \*Teacher Workshops, \*Training Objectives

**Identifiers**—\*Nova Scotia

The paper is designed to familiarize the reader with the historical development, planning, implementation and evaluation components of a drug information course offered to teachers in Nova Scotia. The paper presents the course plan, highlights of previous summer school experiences, and anticipated further directions. (Author/MML)

**ED 136 129** CG 011 164  
Smith, Bert K.

**Adult Day Care—Extended Family.**

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date 76

Note—37p.

Available from—Hogg Foundation for Mental Health, The University of Texas, Austin, Texas 78712

**Document Not Available from EDRS.**

**Descriptors**—Adult Development, \*Community Programs, \*Day Care Services, \*Human Services, Life Style, Neighborhood Centers, Older Adults, \*Senior Citizens, \*Social Environment, Social Responsibility, \*Social Services

This booklet reports on a community project in Texas involving a day care center for senior citizens. It contains an analysis of successes and failures in attempting to satisfy the project's goals of: (1) keeping individuals out of institutions as long as possible; (2) providing social contact and enrichment experiences; (3) making the burden lighter for younger members of a family, adult children who work, and so on; (4) providing a nutritional program and pleasant surroundings for elderly who otherwise would be much alone; (5) providing transportation in some form... for travel to medical clinics, dentists, and doctors' offices, recreational trips, therapists, adult education classes, over and above the normal travel to and from the center. Case examples are also included, as well as a review of other similar centers. (MML)

**ED 136 130** CG 011 167  
DeVries, David L. And Others

**Student Teams Can Improve Basic Skills: TGT Applied to Reading.**

Pub Date Sep 76

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**



**Descriptors**—\*Basic Skills, \*Classroom Games, \*Classroom Research, Educational Innovation, Elementary Education, Elementary School Curriculum, Elementary School Mathematics, Language Arts, \*Reading Research, Student Attitudes, \*Teaching Techniques, Vocabulary Skills

**Identifiers**—\*Teams Games Tournament

Cooperative classroom structures create more positive student attitudes and interpersonal relations. Their effect on student learning is less clear. TGT (Teams-Games-Tournament) is one cooperative-competitive classroom structure which facilitates learning mathematics and language arts. A study applying TGT to third grade reading classes is reported. TGT students learned more vocabulary and verbal analysis skills than did a comparable control group. The study shows clearly that both cognitive and affective outcomes can be improved by changing the level of classroom cooperation-competition. (Author/MPJ)

**ED 136 131** CG 011 168

Gottlieb, Avi. Schwartz, Shalom H.

**They Know I Saw It: Evaluation Apprehension and Diffusion of Responsibility in Bystander Reactions to a Violent Crime.**

Pub Date May 76

Note—24p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Behavior, College Students, \*Crime, \*Emotional Response, Helping Relationship, \*Intervention, \*Participant Involvement, \*Reactive Behavior, Research Projects, \*Violence

Male and female bystanders witnessed a violent theft in the course of a bogus "ESP Experiment." In addition to the subjects' sex, two experimental manipulations were orthogonally crossed. The subject was either the only one to witness the emergency, or witnessed it with an additional participant (diffusion of responsibility), and the subject's presence was either known or unknown to the other participants (evaluation apprehension). Both manipulations affected the bystanders' response latencies: participants whose presence was known responded more quickly than those whose presence was unknown, and lone bystanders responded more quickly than those witnessing the theft with another participant. Further, bystanders whose presence was unknown and who witnessed the emergency with another participant were significantly slower to respond than subjects in the other three experimental conditions. Since 1/3 of the bystanders' reactions did not lead to immediate helping attempts, latencies for effective helping were also analyzed. There were no independent effects of the two experimental manipulations on helping latencies. Only the statistical interaction was reproduced—i.e., unknown bystanders who witnessed the theft with another participant were also slower to help than those in the other three conditions. The implications of these findings for the understanding of bystanders' decision process during an emergency are discussed. (Author)

**ED 136 132** CG 011 169

Perelman, Phyllis F. Hanley, Edward M.

**Training Parents in Behavior Analysis Techniques.**

Pub Date 4 May 76

Note—13p.; Paper presented at the Annual Convention of the Midwestern Association of Behavior Analysis (2nd, Chicago, Illinois, May, 1976); Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Behavior Change, \*Behavior Problems, \*Contingency Management, \*Parent Child Relationship, \*Parent Workshops, Program Descriptions

This document discusses state-designed workshops which have provided training in behavior analysis techniques to parents. Through information gained from bimonthly meetings and frequent monitoring by workshop leaders and graduate students enrolled in the Special Education Area of the University of Vermont, parents have developed and implemented home-based programs for effecting desirable changes in their children's social academic, and self-care behaviors. Following an introduction to reinforcement principles, parents were assisted in defining behaviors, developing simple measurement

procedures, recording and graphing data, and applying appropriate consequences to achieve the desired target behaviors. Home management behaviors dealt with have included school tardiness, household chores, fights with siblings, bedwetting, mealtime problems, reading improvement, thumbucking and autistic-like behaviors. The four parent workshops implemented since 1971 have successfully demonstrated that participating parents can apply behavior analysis techniques to change behaviors of most children. (Author)

**ED 136 133** CG 011 171

Doll, William H. and Others

**An Invisible Crisis: The Burden of Family Coping With the Mentally Ill as an Unintended Consequence of Deinstitutionalization.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 76

Grant—S-Rol-MH-16927-03-S1

Note—25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (53rd, Atlanta, Georgia, March 3-6, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Adjustment (to Environment), \*Family Life, \*Family Problems, \*Institutionalized Persons, Institutional Role, \*Mental Health Programs, \*Mental Illness, Patients (Persons), Research Projects

This paper is an exploration into the multiple levels and dimensions of the familiar reactions to former mental patients. A form of the Incomplete Sentence Blank Test (ISB) is presented as an instrument to reach beyond the unidimensional restrictions of standard measures, which tend to ask respondents about abstract, hypothetical implications and deficiencies of the ISB for mental health research are explored. The findings suggest that families do carry a heavy burden. Although the majority of respondents do not express feelings of shame or strong wishes for social distance from the former patient, feelings of being trapped, antagonistic, and burdened by his presence are prominent. These reactions are most pronounced in those families attempting to cope with a kin perceived as still severely handicapped and those who have been hospitalized three or more times. (Author)

**ED 136 134** 95 CG 011 172

Wellman, Frank E. and Others

**Pupil Personnel Services: A Handbook for Program Development and Evaluation.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—345p.

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

**Descriptors**—Design, \*Evaluation Methods, Goal Orientation, Guides, Input Output Devices, Methods, \*Program Development, Program Evaluation, \*Pupil Personnel Services, \*Resource Guides, Systems Analysis

The general purpose of the publication is to provide a resource guide for the development and evaluation of objective based programs of pupil personnel services (PPS). The emphasis throughout is upon the continuous and integrated nature of program development and evaluation, rather than as separate processes that are discrete in purpose, content, and time. This guide was designed for the use of local program developers and evaluators, State level leadership personnel, trainers of professional personnel, and independent evaluators. (Author)

**ED 136 135** CG 011 173

Washington, Ann

**Using Plan A to Enrich the Guidance Program.**

Pub Date Oct 75

Note—74p.; Paper presented at the Annual Meeting of the Texas Personnel and Guidance Association (Brownsville, Texas, October 8-11, 1975)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Counselor Role, \*Differentiated Staffs, Elementary School Counselors, \*Elementary School Guidance, Emotionally Disturbed Children, \*Exceptional Children, Instructor Coordinators, Job Analysis, Organizational Development, \*Program Design, \*Special Education, Task Analysis

Plan A is the Texas plan for comprehensive special education of exceptional students from age three through twenty-one. It provides for a

number of specialized positions that fit well into the guidance category. This paper describes the organizational plan by which one school district integrated certain Plan A positions into the elementary school guidance team. Differentiation and coordination of staff are presented in detailed job descriptions. (All job descriptions are based on a document issued by the Legislative Committee of the Texas Personnel and Guidance Association, entitled "Job Description of the Texas School Counselor.") In addition, there is a script for a four-part slide presentation on the elementary guidance team. The positions described are coordinator, supervisors, counselors, educational diagnosticians, and teachers of the emotionally disturbed, with emphasis on the last three. Their jobs are described in terms of five work contexts: pupil contact, parent contact, professional contact, paperwork, and other responsibilities. Positions are differentiated by the proportion of time spent in each context and by the specific activities performed in carrying out the duties listed in the original job description. (Author)

**ED 136 136** CG 011 174

**Prohibition of Sex Discrimination, 1975. Hearings**

**Before the Subcommittee on Education of the Committee on Labor and Public Welfare on S. 2106 to Amend Title IX of the Education Amendments of 1972. United States Senate, Ninety-Fourth Congress, First Session.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 76

Note—447p.; Hearings of September 16 and 18, 1975; Hard copy not available due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*College Programs, \*Constitutional Law, \*Discriminatory Legislation, \*Extramural Athletic Programs, Federal Government, Government Publications, \*Sex Discrimination, \*Women's Athletics

**Identifiers**—\*Education Amendments 1972 Title IX

This government publication covers hearings regarding the amendment to Title IX on prohibition of sex discrimination, referred to as the "Tower Amendment" (Sept. 16-18, 1975). Testimony by those interested in supporting and defeating this amendment is published in the form of papers, letters and signatures, and indicates the need for attention to women's right to equal opportunity in athletics/physical education. Arguments are proposed to emphasize the importance of meeting the minimum needs of both sexes before granting extra benefits to the "elite few" (men) in athletics. Special arguments pertain to the need for university wide efforts to establish stable, non-gate receipt sources of financial support for all athletics. (SBP)

**ED 136 137** CG 011 175

Billingsley, Donna

**Sex-Role Stereotypes and Clinical Judgements: Negative Bias in Psychotherapy.**

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Bias, \*Counselor Acceptance, \*Counselor Attitudes, \*Females, Interpersonal Relationship, Psychotherapy, Research Projects, Sex Differences, \*Sex Stereotypes

Sixty-four volunteer male and female psychotherapists from various disciplines with 5.83 average years experience and case loads of 17.88 hours per week were studied with the aid of a questionnaire to rate possible bias toward women counselees. Cultural expectations are examined along with response bias. The study found that personal agreement had a significant impact upon one group's differential perception of male and female role stereotypes. The finding that therapists differ in their conceptualization of sex-role stereotypes has theoretical, methodological and practical implications. (Author/CKJ)

**ED 136 138** CG 011 176

Beesley, Earl G. and Others

**Improving Student Attitudes in Three Elementary Schools Through a Life Leadership Program. Maxi I Practicum.**

Pub Date 13 Jul 76

Note—109p.; Ed. D. Dissertation, Nova University

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Changing Attitudes, Decision Making Skills, \*Dropout Prevention, Elementary Education, \*Leadership Training, Program Descriptions, \*School Environment, \*Student Attitudes, \*Student Leadership, \*Student School Relationship

The purpose of this practicum was to improve elementary student attitudes toward school, teachers, and administrators through implementation of a LIFE Leadership Program. The program was implemented in three Dallas Independent School District (DISD) elementary schools at the fourth-grade, fifth-grade, and sixth-grade levels. The same grade levels at three similar schools, located in the same general area as the experimental schools, served as controls. Comparison of experimental and control school pretest and post test data as well as their records of student behavior revealed positive effects of the program. (Author)

**ED 136 139** CG 011 177

*Aguirre, Edward*  
**The Industry That Can.**

Pub Date 9 Nov 76  
Note—11p.; Speech presented at the National Education Association-Industry Meeting (Houston, Texas, November 9, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—Agencies, \*Career Education, \*Educational Finance, Federal Government, \*Federal Programs, Federal State Relationship, \*Government Role, Public Relations, Speeches, State of the Art Reviews, \*Trade and Industrial Education, \*Vocational Education

This speech by the U.S. Commissioner of Education reviews the education industry and education-industry relations. Examples illustrate the effective partnership that can be created to fashion and achieve successful vocational and career education programs. (MML)

**ED 136 140** CG 011 178

*Aguirre, Edward*  
**Career Education on the March.**

Pub Date 10 Nov 76  
Note—11p.; Speech presented at the Commissioner's National Conference on Career Education (Houston, Texas, November 10, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—Agencies, \*Career Awareness, \*Career Education, \*Educational Alternatives, Federal Government, \*Federal Programs, \*Federal State Relationship, Occupational Guidance, Speeches, State of the Art Reviews

This speech by the U.S. Commissioner of Education discusses federally funded programs in career education; their scope, finances, and objectives. It also touches upon the need for vocational education programs, and the 1976 amendments to the Higher Education Act. (MML)

**ED 136 141** CG 011 181

*Barnett, Mark A. Andrews, Judy*  
**Workers' Effort and Product: A Developmental Study of Reward Allocation.**

Pub Date Sep 76  
Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—\*Behavior Development, \*Child Development, Decision Making, Elementary Education, \*Performance Factors, Psychological Studies, \*Rewards, \*Sex Differences, \*Social Maturity

Forty first graders and 40 fifth graders were asked to allocate a limited number of rewards to two children working on identical tasks. Four experimental conditions were established by varying the workers' relative productivity and effort on the task. Fifth graders were generally found to utilize the norm of equity more than first graders in allocating the rewards. Significantly more fifth than first graders reported perceiving a difference in the workers' effort on the task. The first graders' allocations were generally uninfluenced by the manipulation of this performance dimension. In addition no effect of effort was found for the fifth graders under the condition of equal worker productivity. Under the condition of unequal productivity the fifth grade boys divided the rewards proportionally regardless of the workers' relative effort; their female counterparts allocated in a similar manner only when the more productive worker had also demonstrated greater effort on the task. The manner in which the

developing child makes decisions regarding what is a fair and deserved amount of resources for others to receive, and factors influencing these decisions, appears an important area for continued study. (Author)

**ED 136 142** CG 011 182

*Wills, Thomas A.*  
**Perceptual Consequences of Helping Another Person.**

Pub Date Sep 76  
Note—14p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

Available from—Thomas A. Willis, 26 The Western Way, Princeton New Jersey 08540  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Attitudes, \*Behavior, \*Character Recognition, College Students, Counselor Attitudes, \*Helping Relationship, Interpersonal Relationship, \*Perception, \*Performance Factors, Research Projects

This research derives from the proposition that a helping relationship influences the helper's perceptions of the recipient, and that the perceptual consequences are not necessarily positive. It was hypothesized that persons who help tend to underestimate the ability of the recipient. In a 2 X 2 factorial design, subjects (48 college males) performed comparable actions which either could or could not help another person (a confederate) who either succeeded or failed at a task. Subjects who helped perceived the recipient as less competent for related tasks and as less competent in other situations. Within the help condition, subjects who attributed a greater influence to their help perceived the recipient as lower in ability. The results, together with several other considerations, suggest that a helping relationship creates a bias toward helper perceptions of low recipient ability. (Author)

**ED 136 143** CG 011 183

*Horgan, Dianne*  
**Sex Differences in Early Language Development.**

Pub Date [75]  
Note—17p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—\*Child Development, Early Childhood, \*Language Development, \*Language Research, \*Preschool Children, Research Projects, \*Sex Differences, Verbal Development

Sex differences in language development were studied. Protocols from 54 children, aged 2;0 to 4;2, were analyzed with Mean Length of Utterance (MLU) as the independent variable. When MLU's reached 3.75 to 4.0, differences began to favor girls. Results are discussed in terms of a social learning model and a cognitive model. (Author)

**ED 136 144** CG 011 184

*Wilder, David A. Allen, Vernon L.*  
**Group Membership and Preference for Information about Others.**

Pub Date [74]  
Note—7p.; Paper presented at the Annual Convention of the Midwestern Psychological Association (New York, N.Y., April 22-24, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—Attitudes, \*Behavior Patterns, \*Group Dynamics, \*Group Membership, \*Information Seeking, Research Projects, Social Integration, \*Social Psychology

When categorized into one of two groups, subjects preferred information indicating ingroup similarity and outgroup dissimilarity. When categorized into a single group, subjects preferred maximum information about others regardless of content. No preference occurred when subjects were not categorized into a group. Thus, preferred information maintained the initial group structure—accentuating differences between while minimizing differences within groups. (Author)

**ED 136 145** CG 011 185

*Hansvick, Christine L.*  
**Intimate Distances: Too Close To Imitate?**

Pub Date Sep 76  
Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976) Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Body Language, College Students, Human Living, \*Individual Psychology, Research Projects, \*Sex Differences, \*Social Behavior, \*Social Relations, \*Space Orientation

The effect of the invasion of personal space upon an individual's subsequent use of personal space was investigated. Subjects in the invasion condition stood closer to the confederate than did subjects in the non-invasion condition. Results were interpreted in terms of the confederate serving as a model for the subjects. Still, subjects generally did not stand as close as the intimate distances exhibited by the confederates. Also, females initially stood closer to the confederates than did males. Both of these findings support other research regarding the norms for interpersonal distance. Seated distance measures were not significant in the present study. (Author)

**ED 136 146** CG 011 186

*Goodrick, David D. Reed, Thomas*  
**Social Skills Training in Correctional Treatment: An Educational Perspective.**

Pub Date 6 Sep 76  
Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—Adjustment (to Environment), Correctional Education, \*Correctional Rehabilitation, Human Development, \*Institutionalized Persons, \*Intervention, \*Prisoners, \*Skill Development, \*Social Adjustment

The authors describe the utilization of psychological methods in training or retraining of prison guards/staff who engaged in an action project with prisoners. Social skills training, behavioral training and effective living approaches are described as they may be integrated into training of persons who work with inmates of correctional institutions. Also, a program of psychological study without application is described for college level courses, challenging clinical psychology to develop therapeutic approaches to deal with institutionalized persons within the criminal justice system. The state of the art is reviewed with specific recommendations for practical approaches to rehabilitation and coping more effectively with problems of inmates. (SBP)

**ED 136 147** CG 011 187

*Goodrick, David D.*  
**Operations Research in Correctional Treatment: A Social Skills Training Perspective.**

Pub Date 6 Sep 76  
Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—\*Behavior Change, \*Correctional Education, \*Institutionalized Persons, Operations Research, Prisoners, \*Rehabilitation, \*Socially Deviant Behavior, \*Social Psychology, State of the Art Reviews

This article reviews correctional treatment at the Wisconsin State Reformatory where a program of behavior training was instituted. An explanation of the psychological principles upon which the program is based and an example of the model program for problem drinkers is offered. Feedback and future innovations are also added. (MML)

**ED 136 148** CG 011 188

*Godow, Annette G. LaFave, Francis*  
**The Impact of a College Course in Human Sexuality Upon Sexual Attitudes and Behavior.**

Pub Date Sep 76  
Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors**—\*Affective Behavior, \*Attitudes, \*Behavior Change, \*Changing Attitudes, College Students, \*Courses, Life Style, Program Evaluation, Research Projects, \*Sexuality, Social Attitudes

The impact of a college human sexuality course upon sexual attitudes and behavior was examined.

A questionnaire, designed by the authors, was administered to students of a human sexuality course and a social psychology course at the beginning and end of the spring semester, 1975. On six of the seven attitudinal categories measured, students from the sexuality class evidenced significantly greater attitude change than those from the social psychology class in the direction of greater acceptance of sexuality and sexual egalitarianism. A male-female comparison regarding attitude change revealed no significant differences. The only behavioral change found in either class was a significant increase in masturbation among females in the sexuality course. This study indicated that sex education can have a significant impact upon sexual attitudes without significantly affecting most sexual behaviors. (Author)

ED 136 149 CG 011 189

Gagne, Ellen D. And Others

Type of Post-Question and Accuracy of Concept Classification in Learning from Prose.

Pub Date 3 Sep 76

Note—25p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Associative Learning, College Students, \*Directed Reading Activity, \*Learning Processes, \*Mnemonics, \*Reading, \*Recall (Psychological), \*Reinforcement, Research Projects, Study

College students (n=192) read two 1-1/2 page passages on the concepts of autism and trochaic meter. After reading, four independent groups answered questions requiring either a summary, the generation of a new example of the concept, a listing of the critical attributes of the concept, or the identification of a new example. All groups received feedback, and a control group received feedback but no post-question. Alternate forms of a test of concept classification were given one day and one week after reading. The identification post-question group showed greater accuracy in the classification of new examples of the autism concept than did the control group after one day, but no groups differed after one week. (Author)

ED 136 150 CG 011 190

Fleming, Stephen

Can We Humanize Dying in the General Hospital?

Pub Date Feb 76

Note—28p.; Paper presented at the Ontario Psychological Association (London, Ontario, February 1976)

Available from—Stephen Fleming, Dept. of Psychology, York University, 4700 Keele Street, Downsview, Ontario, Canada M3J 2R7 Document Not Available from EDRS.

Descriptors—\*Anxiety, \*Death, \*Gerontology, \*Hospitals, Human Relations, Interpersonal Relationship, Medical Education, \*Patients (Persons), \*Physicians, Psychological Needs, State of the Art Reviews

This paper reviews the literature on the behavior and attitudes of medical-nursing personnel toward the dying person and illustrates the frequent conflict between hospital staff and the needs of dying. Inner perturbation stemming from feelings of vicarious suffering, vicarious disintegration, or personal anxiety about death, education deficiencies in medical and nursing institutions, and the lack of a verbal response repertoire from which to draw when interacting with the dying all contribute to making the dying person an aversive stimulus. A comprehensive programme of death education in the general hospital is presented as an alternative to the current "death ward" or "palliative care unit" concept. A number of research and applied issues relating to dying today are also discussed. (Author)

ED 136 151 CG 011 191

Englander-Golden, Paula And Others

Intellectual Performance as a Function of Repression and Menstrual Cycle.

Pub Date 4 Sep 76

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C. September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, \*Females, \*Learning, Low Achievement Factors, \*Performance Factors, \*Physiology, Research Projects, \*Sex Differences, Womens Studies

Performance on complex (Space Relations and Verbal Reasoning) and simple (Digit Symbol) tests was investigated as a function of Byrne's Repression-Sensitization (RS) dimension, phase of menstrual cycle and premenstrual-menstrual (PM) symptomatology in a group of females not taking oral contraceptives. Two control groups, consisting of males and females taking oral contraceptives, were included. Equivalent tests were given at two sessions two weeks apart. Analysis of the Space Relations Test as a function of menstrual phase and Repression-Sensitization indicated the predicted interaction effect of phase by RS with poorest performance for the menstruating repressor group (p.02), but the predicted deterioration by the premenstrual repressor group was not observed. Similar analysis for the Verbal Reasoning Test yielded an interaction effect of phase by RS (P.03) and a main effect for phase (p.05). As predicted, differences on the Digit Symbol test did not reach significance. Substituting PM symptomatology for RS, a significant effect was obtained only for phase on the Verbal Reasoning Test (p.05). Results were interpreted as indicating a reactive nature of repression, so that during menstruation, repression may interfere particularly with performance on complex tasks. The three subject groups did not differ significantly on any of the three tests; however, trends in the present data corroborated those quoted in the literature. (Author)

ED 136 152 CG 011 192

Shaffer, Warren F.

Heuristics for the Initial Diagnostic Interview.

Pub Date 6 Sep 76

Note—18p.; Paper presented the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, \*Clinical Diagnosis, \*Counseling Theories, \*Counselor Role, Discovery Processes, Individual Counseling, \*Interviews, \*Problem Solving, \*Protocol Materials, Role Theory, Speeches

The author describes eight diagnostic categories which serve as an heuristic approach to diagnosing the client's needs and ability to respond to specific approaches in therapy/counseling. He reviews classic theories and recent counseling approaches and their variations. The paper focuses on the need to determine individual needs and follow a tailor-made approach according to the obvious personality factors and situation in the initial interview. Diagnosis is a complex problem but thinking aloud (the protocol method) while trying to solve a problem may give insight into the best approach to working with a client or referring the person to someone with a specialized background/facility for dealing with the problem. (SBP)

ED 136 153 CG 011 193

Shackel, Denis S. J.

Establishing and Maintaining Cooperative Behavior Among Autistic Children and Among Normal Children - Both Groups Having Been Classified as "Hopeless."

Pub Date [70]

Note—18p.; Paper presented at the Annual Meeting of the Canadian Psychological Association. (Toronto, Ontario, June 9-11, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Autism, \*Behavior Change, \*Behavior Problems, \*Contingency Management, \*Emotional Maladjustment, Experimental Psychology, Goal Orientation, Personality Problems, \*Reinforcement, Speeches

Two experiments are reported: one with autistic children in a day-care treatment program. the other with "hopeless" rating behavior in a grade six school setting. Although the samples were small (seven in the autistic group, 43 in the sixth grade group), the results indicated conclusively the increased rate of cooperative responses and decrease of uncooperative responses under reinforcing conditions in the first experiment and the benefits of utilizing behavior modification in the school setting. Eight experimental conditions were arranged in the day-care setting in which two variables were manipulated: apparatus and differential reinforcement. The effects of positive

reinforcement upon cooperative behavior appeared to be greater without apparatus than with it. In the second study, over a two month period, a point system was used to rate pupils' cooperativeness; however, this was rejected as unnecessary since the initial extrinsic motivation of a field trip evolved to an intrinsic motivation in cooperating for the sake of cooperating. (SBP)

ED 136 154 CG 011 194

Ruzicka, Mary F. Palisi, Anthony T.

Use of Cattell's Three-Panel Model to Remedy Problems in Small Group Research.

Pub Date 20 Feb 76

Note—20p.; Paper presented at the National Conference About the Teaching of Group Theory and Practice (Philadelphia, Pennsylvania, February 20-22, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavioral Science Research, \*Behavior Patterns, \*Groups, Research Criteria, \*Research Problems, Social Psychology, \*Theories, \*Validity

Identifiers—Cattell (Raymond B)

Small group research presently suffers from five major weaknesses: lack of a common conceptual base, lack of appropriate design, lack of external validity, lack of adequate instrumentation, and lack of appropriate statistical procedure. Application of Cattell's three panel model (involving syntality, characteristics of internal structure, and population traits) of group phenomena is suggested as a way to begin remediation of these weaknesses. Content validity of Cattell's paradigm is established. Efforts leading toward construct validity are described. (Author)

ED 136 155 CG 011 195

Reis, Harry T. Porac, Joseph F.

Equity and the Perception of Social Relationships.

Pub Date Sep 76

Note—24p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976) ; Hard copy not available due to marginal legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Attachment Behavior, Attitudes, \*Interpersonal Relationship, Perception, Research Projects, Role Perception, \*Sex Differences, \*Social Attitudes, \*Social Behavior, Social Life, Social Psychology

This study focuses on the roles of partner- and self-perception in the stability and quality of male-male, female-female, female-male, and male-female interpersonal relationships. The results reveal that, with the exception of male same-sex relationships individuals perceive greater satisfaction from "maximizing" or self-enhancement choices in partners, as opposed to the "equity theory." (MML)

ED 136 156 CG 011 196

Quatrano, Louis A.

Interrelationship of Disabled College Student's Attributes, Program Use, and Study Attitudes.

Pub Date [72]

Note—22p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, Age, College Students, \*Physically Handicapped, Research Projects, Self Evaluation, Sex (Characteristics), \*Student Characteristics, \*Student Personnel Services, \*Study Habits, \*Use Studies

This study examines how 105 disabled college students' characteristics (i.e. age, disability, and sex) and use of supportive services relate to self-reported study habits and methods as measured by the Study Attitudes and Methods Survey. Results reveal the post-test scores drop by about 10% regardless, and drop again by about 4% for every 10 points on the usage index, but increase about 10% for every 10 years increase in age. The percentage of change was found to be independent of sex and the disability index. Implications for personnel involved in working with disabled college students are discussed. (Author)

ED 136 157 CG 011 197

Opdahl, Chris A.

A Procedure to Establish Self-Pacing Behaviors in Academically Deficient First Year Students.



Pub Date Apr 76

Note—21p.; Paper presented at the Annual Meeting of the Midwestern Association for Behavior Analysis (Chicago, Illinois, May 1-4, 1976); Best Copy Available; Master's Thesis, Drake University

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Behavioral Objectives, Behavior Change, \*College Students, \*Contingency Management, Continuous Progress Plan, Individualized Programs, Low Achievers, \*Pacing, \*Performance Contracts, Positive Reinforcement, Research Projects, \*Self Help Programs, \*Study Habits

Research investigating the performance of students enrolled in courses taught by a Personalized System of Instruction (PSI) has tended to support the claim that PSI is a superior teaching method. The present research study isolated the self-pacing aspect of PSI courses and attempted to teach 13 academically deficient first year college students not to procrastinate, possibly the major contributor to high withdrawal rates. The procedure was effective for reducing procrastination. (Author)

**ED 136 158**

CG 011 199

Lyman, Howard B.

**Changes in Self-Image of Divorced Women Taking Single Again Course. Preliminary Draft.**

Pub Date 4 Sep 76

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Case Studies, College Credits, \*Divorce, Family Attitudes, \*Females, \*Humanistic Education, Identification (Psychological), \*Marriage Counseling, Program Descriptions, \*Self Concept, Self Esteem, \*Social Attitudes

Over the past five years the author has taught approximately 1000 students in experientially-oriented courses on the divorced and the widowed; of these 1000, about 300 were divorced women. Many of these divorcees (but not all, by any means) have shown considerable change in self image from the start to the end of the course. These changes are illustrated using alpha and beta syndromes (or, simply, the cases of Anne and Betty). (Author)

**ED 136 159**

CG 011 200

Levinson, Judith H.

**Peer Academic Advisement: The Use of Students as Peer Paraprofessional Support Staff.**

Pub Date [74]

Note—14p.; Paper presented at the Annual Conference of the National Association of Women Deans, Administrators, and Counselors (60th, New Orleans, Louisiana, March 18-21, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**College Students, \*Counselor Training, \*Educational Resources, \*Helping Relationship, Human Services, \*Individual Counseling, \*Paraprofessional Personnel, \*Peer Counseling, Program Descriptions

The use of peer paraprofessionals in an academic advisement setting provides an attractive method of extending student services. Students selected to be advisors develop expertise in interpersonal communication skills and, through their increased understanding of college and their peers, are able to more fully experience their own educations. Furthermore, peer advisors are able to provide valuable feedback to the staff about campus facilities, academic offerings, the impact of policy upon students and the effectiveness of the staff itself. Professional training and supervision are critical to the success of peer advisement programs. Student development staff and academic teaching faculty may, depending upon the specific functions of the peer advisors, jointly teach, administer and monitor the program. Students from particular academic disciplines, special interest groups or ethnicities can be selected as peer advisors thereby expanding general student services. Administrative structure should be determined by individual institutions and supervision. Clearly, peer paraprofessional staff can provide a new and exciting dimension to student services but they do require the assistance and support of professional staff in order to be effective. (Author)

**ED 136 160**

CG 011 201

Hummel, Thomas J.

**Algorithmic Counseling. University of Minnesota Education Career Development Office R.&D. Report No. 1976-3.**

Spons Agency—Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date Sep 76

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Algorithms, Computer Programs, \*Counseling, \*Counselor Training, Game Theory, Graduate Study, Interpersonal Competence, Mathematical Applications, Methods, \*Models, Problem Solving, Program Descriptions, \*Simulated Environment, \*Skill Development

"Algorithmic counseling" is an attempt to apply recent instructional regulation techniques to graduate counselor training and research. This paper seeks to explain what algorithms are, why they could be useful, and how they can be constructed. A central motivation for studying algorithms is their utility in showing students how to accomplish a task in specific, completely understandable steps. The paper includes an algorithm designed to reflect client feelings. (Author)

**ED 136 161**

CG 011 202

Clayson, Dennis E. Maughan, Micol R.

**Blond is Beautiful: Status and Preference by Hair Color.**

Pub Date May 76

Note—6p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Phoenix, Arizona, May 12-15, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Attitudes, \*Bias, College Students, \*Identification (Psychological), \*Physical Characteristics, Psychological Patterns, Research Projects, Social Behavior, \*Status, \*Stereotypes, Stimulus Behavior

**Identifiers—**\*Hair

Three studies were conducted to investigate stereotypes of men of various hair colors by middle-class Anglo college students. Study 1 found an increase of perceived blondness with status, while lack of status was associated with red hair. Study 2, using semantic differentials (after Osgood), found blonde males to be significantly more beautiful, active, strong, pleasant, clean, sharp, powerful, rich and successful than red-headed males. The redheaded male concept clustered together with concepts of sick, scum and fool, and was closer to the concept of janitor and further from the concept of doctor than the blond on the dimensions of potency and likeability. Study 3 rated blond, dark haired Anglos, redheaded, Negro, Chicano, and American Indian males. Rated as most beautiful to least beautiful in order were blond, dark Negro, Chicano, Indian and then redhead. Indian, Negro and Chicano males were not rated as successful as redheads who were rated as less successful than blonds and dark haired Anglo males. The findings indicate a stereotyping, at least with Anglos, of a strong, successful, intelligent, good-looking blond male. Redheaded males are seen as less attractive, less intelligent, masculine, and successful. The findings can be summed up by the title that the redheaded findings have begun to be called by the researchers; the 'Bozo Effect' after a favorite clown. (Author)

**ED 136 162**

CG 011 203

Bryant, Brenda K. Murphy, Jean C.

**The Impact of Social Norms Inherent in Teacher-Evaluation Practices.**

Pub Date Sep 76

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (84th, September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Classroom Research, Elementary School Students, \*Individual Development, \*Interaction Process Analysis, Learning Activities, \*Self Evaluation, \*Social Relations, \*Student Attitudes

This study examines the effects that cooperative, competitive, and self-evaluative-individualistic learning environments had on subsequent spontaneous self- and other-enhancement

behavior of children. One hundred and eighty Caucasians (90 boys and 90 girls) aged 8-10 participated in the study. The pattern of results indicate that enhancement of self at the expense of others is learned in competitive environments; enhancement of self and others is learned in cooperative environments; and enhancement of self with neither enhancement nor abuse of others is learned in a self-evaluative-individualistic learning environment. No sex differences were found. (Author)

**ED 136 163**

CG 011 204

Bigelow, George And Others

**Behavioral Treatments During Outpatient Methadone Maintenance: A Controlled Evaluation.**

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date 3 Sep 76

Contract—HSR-42-73-217

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976); Some pages may be marginally legible due to print quality of original

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Behavior Change, Clinics, \*Contingency Management, \*Desensitization, Drug Abuse, \*Drug Addiction, \*Drug Therapy, \*Narcotics, Patients (Persons), Program Evaluation, Reinforcement

**Identifiers—**\*Methadone

The Treatment Evaluation Project was established to evaluate the feasibility of using behavioral treatment in conjunction with methadone maintenance to improve the effectiveness of methadone treatment. Over 100 outpatients were accepted into treatment and randomly assigned to one of four behavioral treatment modalities in addition to the usual methadone maintenance procedures. Sixty clients participated in treatment for six months or more. Treatment was provided by a paraprofessional counseling staff under the supervision of professionals. Client outcomes were evaluated and compared in terms of (1) urinalysis results for illicit drug use; (2) employment records, (3) arrest records, and (4) treatment retention and attendance. The assigned modality of behavioral treatment/counseling was found to bear no relationship to these outcomes. Despite the lack of differentiation in the outcomes of the overall clinical evaluation, data from specific experiments conducted during the course of the project indicate that both contingency management procedures and the emotionally-based behavior therapy procedures may have utility in the treatment of drug abuse. It is suggested that what is needed is more rigorous and systematic basic research with specific procedures and precisely focused outcome measures in order to develop an empirical base for the behavioral treatment of narcotics dependence. (Author)

**ED 136 164**

CG 011 205

Baird, Leonard L.

**Entrance of Women to Graduate and Professional Education.**

Pub Date [75]

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Academic Aspiration, College Graduates, \*Educational Attitudes, \*Females, \*Graduate Study, Higher Education, Professional Education, \*Sex Differences

The rates at which men and women attend graduate and professional school were compared in a large national sample of college seniors followed up a year after graduation. Women attended less often, even women with very high grades. Women were particularly underrepresented in law and medicine. When the attendance rates of individuals who had planned to continue their educations the year after college were compared, women followed through with their plans less often. Analyses designed to identify variables related to attendance and following through with plans suggested a long term lower level of confidence among the women. (Author)

**ED 136 165**

CG 011 206

Levin, Irwin P.

**Information Integration, Retention, and Levels of Information Processing.**

Pub Date 76

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cognitive Processes, College Students, Decision Making Skills, \*Evaluative Thinking, \*Performance Factors, \*Predictive Measurement, Research Projects, \*Retention, \*Task Analysis

A combination of information integration methodology and measures of retention was used to investigate how subjects differentially attend to and weight information in judgmental tasks. Subjects were shown sets of test scores for hypothetical students and were asked to rate the performance of each student or predict each student's performance on a comprehensive final exam. Subjects given the prediction task showed a recency effect—their predictions were weighted more heavily by the second half of the scores than by the first—and tended to discount a deviant score. Subjects given the rating task showed a recency effect only when explicitly told to take into account trends in scores. The prediction group that showed the most discounting of deviant scores was also the group that had the highest rate of recall of deviant scores on tests of retention. Discounting thus appears to be an active process, rather than a lowered level of attention. (Author)

ED 136 166

CG 011 207

Deosaran, Ramesh A.

The 1975 Every Student Survey: Parent's Occupation, Student's Mother Tongue and Immigrant Status. Toronto Board of Education Research Service #139.

Spons Agency—Toronto Board of Education (Ontario), Research Dept.

Pub Date Jul 76

Note—37p.; For Related documents, see CG 011 127, and ED 080 922.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Employment Patterns, \*Ethnic Status, \*Language Attitudes, \*Occupational Surveys, Official Languages, \*Parents, School Surveys, Second Languages, \*Socioeconomic Status

Identifiers—Every Student Survey, Ontario (Toronto), \*Toronto Public Schools (Canada)

This is the second in a series of four reports from the 1975 Every Student Survey. Primarily, the report describes the relationships between students' language backgrounds and the occupation of the head of household. Specific relationships were also established between the language background of students and the occupations of their working mothers. Many data tables are included. (Author)

ED 136 167

CG 011 209

Kaplan, Martin F. And Others

Courtrooms, Politics, and Morality: Information Integration Theory is Theoretically Integrative.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 3 Sep 76

Grant—NIMH-23156

Note—16p.; Best copy available.

Available from—Martin F. Kaplan, Department of Psychology, Northern Illinois University, DeKalb Illinois, 60115

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cognitive Processes, \*Concept Formation, \*Court Litigation, \*Decision Making, \*Information Theory, \*Moral Development, \*Political Attitudes, State of the Art Reviews, Thought Processes

Identifiers—\*Information Integration Theory

The application of information integration concepts to judicial, political and moral judgments is discussed. The authors describe how the information integration theory can provide a unitary treatment of judgement on both conception and quantitative levels. The decision-making processes involved in the courtroom setting, political choice, and judgements of morality are compared. The comparison implies that information integration theory provides the conceptual and methodological tools which draw disciplines together into the realm of unitary social judgement. (MPJ)

ED 136 163

CG 011 211

Frey, James S.

A Review of Problems Concerning the Granting of Transfer of Credit for Undergraduate Study Abroad Programs.

Pub Date 76

Note—15p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*College Credits, Curriculum, \*Educational Accountability, Educational Programs, Evaluation Criteria, \*International Education, \*Program Evaluation, State of the Art Reviews, \*Study Abroad, \*Transfer Policy

This review examines the various undergraduate study abroad programs and the problems involved in evaluating the programs for the granting of transfer credits. The five major factors influencing the credit evaluation decision are enumerated, and their importance is discussed. (MML)

ED 136 169

CG 011 213

Cummings, L. L.

Appraisal Purpose and the Nature, Amount, and Frequency of Feedback.

Pub Date Sep 76

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C. September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Organization, \*Employee Employee Relationship, \*Evaluation Methods, \*Feedback, \*Management by Objectives, Models, Organizational Development, \*Performance Factors, \*Personnel Management, Systems Analysis

Three systems of appraisal of employees are described with reference to major characteristics and the most appropriate application context. The first system, the developmental action program, is designed to be utilized on a job allowing the employee considerable discretion in reaching the job's objectives, and perhaps some autonomy in establishing goals. The maintenance action program is a system of appraisal applicable to the average acceptable performer with low potential for promotion because of limited ability or motivation. Finally, the remedial action program is intended for administrative use with those clearly below standard, whose performance has consistently been unacceptable. Also discussed is the nature, amount, and frequency of feedback given to performers in the different appraisal systems. The author concludes that variations in appraisal are necessary because of multiple performance problems, performance histories, and work situations. (MPJ)

ED 136 170

CG 011 214

Combs, Jeanne M. Ziller, Robert C.

The Photographic Self Concept of Persons in Transition.

Pub Date [75]

Note—12p.; Best Copy Available.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior, College Students, Counseling, \*Identification (Psychological), Individual Characteristics, Individual Counseling, \*Individual Psychology, \*Personality Assessment, \*Photocomposition, Photography, Psychological Studies, \*Psychological Testing, Self Concept

A phenomenological approach to the study of the self concept using photography was utilized in a counseling situation. The clients were asked to take or have taken 12 photographs in reply to "Who are you?" Clients in comparison with controls presented significantly more photographs of the past and of their family but significantly fewer photographs of themselves, activities and books. The photographic self concept permits the counselor to perceive the perceiver (the counselee) and provides additional information for understanding persons under conditions of transition. (Author)

ED 136 171

CG 011 215

Cohen, Audrey C.

The Founding of a New Profession—The Human Service Professional.

Pub Date 19 Jun 74

Note—22p.; Paper presented at the Conference to Found a New Profession (New York, New York, June 19, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Curriculum, Conferences, Educational Development, \*Educational History, Higher Education, \*Human Services, Models, \*Paraprofessional School Personnel, \*Performance Based Education, Program Content, Speeches, Teacher Aides

The author defines the human services professional as one who is "able to establish professional relationships, to counsel, to teach, supervise, research, to work with the community and to act as a change agent." Historical factors leading to the emergence of the human services professional are outlined. Also described is an educational model and curriculum for training the human services professional using a competency based plan. (MPJ)

ED 136 172

CG 011 216

McGillis, Daniel And Others

Controlled Confrontation: The Ward Grievance Procedure of the California Youth Authority. An Exemplary Project.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date Aug 76

Contract—J-LEAA-014-74

Note—196p.; Photographs may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$2.60, Stock Number 027-000-00435-1)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Correctional Rehabilitation, \*Corrective Institutions, \*Criminals, \*Delinquent Rehabilitation, Delinquents, Demonstration Programs, \*Grievance Procedures, \*Human Services, Institutions, \*Prisoners, Rehabilitation

The Ward Grievance Procedure (WGP) is an Exemplary Project which was developed in California Youth Authority institutions in response to the need of forming administrative procedures for settling inmate grievances. Comprehensive information is provided to aid correctional planners and administrators in their efforts to improve or develop methods of resolving inmate problems. Topics covered include project development, WGP organization and operations, types of grievances, support systems, replication issues, results and costs and program evaluation. Further specific information, such as definitions of grievance principles, guidelines for Grievance Committee Hearings, a general training guide and grievance forms, is provided in the appendices. (YRJ)

ED 136 173

CG 011 217

Mornell, Eugene S.

Corporal Punishment of Children in the Schools. Statement.

Pub Date 4 Sep 76

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Problems, Class Management, \*Corporal Punishment, \*Discipline, \*Discipline Policy, Problem Children, \*Punishment, School Policy, State of the Art Reviews, Student Improvement, Student Problems, \*Student Rehabilitation

In a statement issued to the American Psychological Association Task Force on the Rights of Children and Youth the speaker addresses the issue of corporal punishment of children in the schools. He offers personal views on the issues of the use of corporal punishment, and poses three suggestions for consideration: (1) opposition to corporal punishment is a value position based on moral considerations and a particular ideal of human behavior; (2) corporal punishment is generally an inherent part of our school serving education objectives related to socialization and conformity; and (3) a legal or regulatory approach to corporal punishment is likely to impede both learning and human contact in the schools. (YRJ)

ED 136 174

CG 011 314

Neulinger, John And Others

Within Family Leisure Attitude Similarities and Differences.

Pub Date [74]

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association

tion (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Attitudes, \*Childhood Attitudes, Childhood Interests, Family Attitudes, Family Influence, \*Leisure Time, Parent Attitudes, \*Parent Child Relationship, \*Parent Influence, Research Projects, Social Science Research

This study explores leisure attitudes within the family, specifically addressing itself to three primary questions: (1) Will leisure attitudes of children be "at the same level" as those of their parents?; (2) Will the children's attitudes relate significantly to their parent's attitudes?; and (3) Will the answers to these questions be the same for different kinds of leisure attitudes? Subjects were students and their mothers and fathers, 59 sets at The City College of New York and 99 sets at Lehigh University. Questionnaire data were obtained, using Neulinger's "A Study of Leisure." Analyses indicated attitude-specific findings, a sex-related "generation gap" in some leisure attitudes, and relative independence of child-parent relationships. While the cross-sectional nature of the study did not allow a separation of "cohort-effects" from age effects, the data are supportive of a historical interpretation of the findings. Support for this explanation is provided by significant college-related attitude differences. (Author)

**ED 136 175**

CG 011 400

Hillock, David A. And Others

**Youth Services Program in the Elementary School and Community.**

Pub Date Mar 77

Note—15p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977); Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Adult Programs, Behavior Problems, Community Service Programs, Counseling Programs, Emotionally Disturbed Children, \*Family Programs, Mental Health Programs, \*Outreach Programs, Program Descriptions, Social Services, \*Youth Programs

The traditional service programs are not doing the job of providing the comprehensive services needed for youth. Using the following premises as a foundation, an alternative model of providing services for youth is possible: (1) A person does not have to go to a Mental Health Clinic in order to get service. Services can be provided in a local setting; (2) People do not have to play the waiting game. The burden lies with the worker to deal with the family; and (3) Workers can be and should come from the community they serve. This plan results in quality service, and respect for the person (client) in a community setting by the use of a "Non Labeling Process." Specific community models are described which focus on team approaches to services, community education and support, and referral methods. (Author/JLL)

**ED 136 176**

CG 011 401

Stitwell, William E.

**A Comprehensive Affective-Social Educational System (CASES).**

Pub Date 8 Mar 77

Note—16p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977); Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Community Programs, \*Comprehensive Programs, Educational Development, \*Educational Improvement, \*Humanistic Education, Models, \*Program Development, Progressive Education, Psychoeducational Processes, \*Student Development, Systems Approach

This Comprehensive Affective-Social Educational System (CASES) can be developed to reach five program goals: (1) identify the needs for members of each of three constituencies and for the community; (2) specify with each constituent their appropriate student, teacher and/or parent goals; (3) select optimal strategies to facilitate reaching their unique goals; (4) evaluate individual and group progress as well as program effectiveness; and (5) disseminate materials to the constituencies by way of problem prevention.

The subsystems for CASES are: (1) obtaining community involvement; (2) assessing affective-social needs; (3) specifying affective-social educational goals; (4) selecting/creating program materials; (5) preparing for CASES installation; (6) implementing CASES; and (7) evaluating CASES. Advantages in the CASES approach are: (1) the overall system is developmental so that information and experience build upon each other in a recorded manner; (2) use of indigenous resources can produce many social and community system changes; (3) the system is not expensive; (4) accountability is built into the system; and (5) relationship and communications skills are developed and practiced by all participants in CASES. (Author/JLL)

**ED 136 177**

CG 011 437

Harrington, Pamela C.

**Presentation Summary of Decision Making for Life Cycles.**

Pub Date 8 Mar 77

Note—12p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Adjustment (to Environment), \*Conflict Resolution, Convergent Thinking, Creative Thinking, \*Decision Making, Divergent Thinking, Guides, \*Individual Psychology, Logical Thinking, \*Problem Solving

This guide discusses the need for decision making expertise, and the steps to attain it. First, human beings are forever encountering the necessity to make choices, because they are constantly striving to adapt to their environment and to co-exist with others. Second there is an expectation that individuals will be independent. Third, psychological research has brought to the foreground literature introducing an adult development pattern. The following steps should be taken in decision making: (1) identification of the problem; (2) identification of alternatives; (3) gathering of information; (4) evaluation and (5) selection. (Author/JLL)

**ED 136 178**

CG 011 448

Barclay, James R.

**A Taxonomy of Affective-Social Skill Intervention.**

Pub Date Mar 77

Note—42p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Affective Objectives, Classroom Environment, \*Developmental Psychology, Guides, \*Human Relations, Individual Psychology, \*Interpersonal Competence, Intervention, Personality Development, Psychoeducational Processes, \*Skill Development, \*Taxonomy

This guide to affective social skill development discusses these points: (1) The targets of our efforts are first of all teachers, then the peer group, and finally individuals, (2) Systematic training of teachers, both in the cognitive and experimental basis of human relationships, is a necessary prerequisite to the implementation and development of an affective-social skills program, (3) needs assessment of individual problems and support systems constitute an imperative prerequisite for implementing an affective-social development program, (4) Risk factors and support systems can be optimally identified for individuals in a group setting through the use of multi-method, multi-trait assessment and computer analysis and feedback; (5) Developmental strategies of intervention can be parsimoniously grouped under three functional classifications (feedback, social modeling and reinforcement, and environmental change), (6) Developmental interventions are easier than crisis reconstructions, and are most effective when teachers are provided direct information regarding high-risk, low-support children that they can apply individually and in small groups; (7) Change is developmental and multi-dimensional. It does not occur uniformly; (8) Temperament-apitude clusters are associated with risk-support dimensions and mediate susceptibility to treatment and change outcomes; and (9) change in affective-social skills can and should be measured by an array of indicators. (Author/JLL)

**ED 136 179**

CG 011 507

Murray, Carol A. And Others

**Attitudes Toward the Psychologically Disabled, Physically Disabled, and Nondisabled.**

Pub Date [72]

Note—70p.; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Attitudes, \*Bias, Discriminatory Attitudes (Social), \*Emotional Response, Empathy, Mentally Handicapped, \*Physically Handicapped, \*Psychological Patterns, \*Rejection, Research Projects, Sex Discrimination

The purpose of this study was to examine the attitudes on nondisabled persons toward physically disabled, psychologically disabled and non-disabled persons. The type of impairment, physical, psychological or normal, degree of impairment, mild, severe, sex of stimulus person male, female and the sex of the subjects were the independent variables. The subjects consisted of 200 psychological students from Kent State University, Ashtabula Regional Campus. Each S viewed one of the 10 video tape conditions depicting either a male stimulus person or a female stimulus person displaying a physical disability, a psychological disability or no disability. The results indicated a strong rejection effect toward persons with psychological disabilities and a sympathy effect toward persons with a physical disability. (Author)

**ED 136 180**

CG 011 508

O'Neil, James M. Van Loon, Keith C.

**Career Planning Sensitization (Slide/Tape Show) with Needs Assessment During Freshmen Orientation: A Model for Counseling Centers and High School Settings.**

Kansas Univ., Lawrence. Counseling Center.

Pub Date Mar 77

Note—26p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Audiovisual Aids, \*Career Planning, College Freshmen, Educational Planning, Educational Resources, \*Guidance Centers, High School Students, \*Needs Assessment, \*Orientation Materials, \*Program Development, Vocational Counseling

The freshmen orientation period is an ideal time to sensitize students to the value of career planning and also to help students identify the resources available on campus. There has been a scarcity of literature on the use of the orientation period to sensitize students to the importance of career planning. The purpose of this paper is to describe a freshmen orientation slide tape show that was developed around four themes: (1) the value of career planning for students, (2) the difficulties of career planning with an unstable economy and rapid technological change, (3) the campus and Counseling Center resources available to students, and (4) the University's commitment to the career planning of students. The method of presentation, production procedures, and verbatim description of the slide show context are included. Outcomes and implications for the college and high school counselor are discussed. (Author)

**ED 136 181**

CG 011 509

Leavengood, Lee

**Mid-Life Counseling: New Dimensions in Theory and Practice. Innovative Conferences to Meet Adult Needs.**

Note—10p.; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (Atlanta, Georgia, April 3-6, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Adult Counseling, \*Adult Education, \*Career Planning, Community Colleges, Conferences, Educational Counseling, \*Educational Innovation, \*Information Needs, \*Needs, Post Secondary Education, Private Colleges, Program Descriptions, Universities

This paper summarizes seven innovative conferences designed to meet the educational and career counseling needs of adults. The conferences were developed at an urban state university, and can be adapted to and adopted by community colleges, private colleges and other universities. The purposes of these conferences were (1) to give educational and career information and encouragement to adults, (2) to give information to state personnel working with adults in community college and other state universities, and (3) to give educational and career information



tion to individuals in policy making positions in industry, labor, education and government. The conferences spoke to current needs of adults in a community without committing the adults or the institution to long term programs. The institution by serving the needs of all ages became a more viable part of the community. (Author)

ED 136 182 CG 011 510

Price, Gary And Others  
Does Counselor Response to Occupational Choice Indicate Sex Stereotyping?

Pub Date 77  
Note—13p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977); Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bias, Career Planning, \*Counselor Acceptance, \*Counselor Attitudes, \*Discriminatory Attitudes (Social), Guidance Counseling, \*Occupational Choice, Occupational Guidance, Research Projects, Secondary School Counselors, \*Sex Differences, \*Sex Stereotypes

This research was designed to assess female and male counselor sex-role stereotyping in their perceptions of the appropriateness of female and male students' occupational choices. The following variables were controlled in a six-way analysis of variance: sex of counselor, sex of student, occupational status, occupational stereotype, ability of student, and interest of student. No overt sex stereotyping was found. There were significant differences between the female and male counselors, female and male occupational stereotypes, high and low status occupations, high and low interests. Fifteen of the 57 interactions were significant. Scheffe post hoc comparisons were computed, and it was determined that counselors viewed the interest level of the student as the most important variable in rating the appropriateness of the occupational choice. (Author)

ED 136 183 CG 011 511

Tentoni, Stuart C.  
Counselor Effectiveness Through Radio Communication.

Pub Date 77  
Note—16p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Counseling Effectiveness, \*Counselor Evaluation, \*Counselor Training, \*Feedback, \*Practicums, Program Descriptions, \*Radio, Rating Scales, Student Evaluation

This study determined the effectiveness of the use of radio as a means of providing immediate feedback on student counselors in a practicum setting. Using a non-equivalent group experimental design, 10 experimental subjects were compared to 10 control subjects with respect to counselor effectiveness. The experimental subjects were given immediate feedback via radio, but the control subjects were not given this type of feedback. The radio equipment consisted of an FM wireless microphone, a transistor radio and an earphone. The experimental subjects wore a concealed radio unit and earphone over which they received feedback in the form of the word "good" spoken by a practicum supervisor. The Counselor Evaluation Rating Scale was used to measure counselor effectiveness. The adjusted post-test mean score for counseling effectiveness for the experimental group of subjects was significantly higher than the corresponding score for the control group (Author)

## CS

ED 136 184 CS 003 162

McCullough, Constance M.  
Reading and Literature.

Pub Date Feb 77  
Note—25p.; Paper presented at the University of Missouri, April 8, 1977, on the occasion of the retirement of Professor A. Sterl Arley

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Childrens Literature, Elementary Education, \*Literature Appreciation, Motivation, Reading Materials, \*Teaching Techniques

To make literature meaningful to children and youth, the teacher needs to do more than make books available and blow the bellows of motivation. Teachers can gain more insight into reading by analyzing their own behaviors as they read adult literature, and they can use their insight in helping the student discover the way to extract meaning from the printed page. Twenty-eight examples of literature are used in this paper to illustrate the hazards encountered in one adult's attempts to achieve insight, reflection, and appreciation through the reading act. About the same number of points appear in an appendix, detailing situations which make readers uneasy about their solutions and the ways in which they make wrong choices. (Author/JM)

ED 136 185 CS 003 169

Ross, Alan O.  
Psychological Aspects of Learning Disabilities & Reading Disorders.

Pub Date 76  
Note—178p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$10.95 cloth)

Document Not Available from EDRS.

Descriptors—Attention, Elementary Secondary Education, \*Failure Factors, Hyperactivity, \*Learning Disabilities, Learning Processes, Literature Reviews, Minimally Brain Injured, \*Reading Difficulty, \*Reading Research, \*Remedial Instruction

This book relates laboratory work on learning disabilities to classroom work with learning-disabled children. Separate chapters discuss the concept of learning disabilities, learning disabilities and research on learning, attention and learning, learning disabilities and the brain-dysfunction hypothesis, hyperactivity and the effects of medication, teaching the learning-disabled child—cognitive methods, teaching the learning-disabled child—behavioral methods, reading and reading disorders. (AA)

ED 136 186 CS 003 177

Love, Ruth B.  
Leadership Roles in Reading.

Pub Date 76  
Note—11p.; Paper presented at the Annual Meeting of the Alaska Reading Association, October 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Involvement, Curriculum Development, \*Curriculum Planning, Elementary Secondary Education, Program Coordination, \*Program Development, \*Reading Consultants, \*Reading Instruction, \*Reading Programs

Identifiers—Oakland Unified School District CA

Against a background of declining student performance and fragmented programs, the Oakland (California) Unified School District reorganized its reading programs and instructional support personnel. This included reorganization of the central office, new positions, and a new department of curriculum and instruction. An instructional strategy council was established, which included parents and citizen leaders, as well as school staff. Technical task teams composed of teachers, administrators, and instructional support personnel were formed to serve the instructional strategy council; they were charged with developing learning expectations and curriculum guides in specific subject areas. This paper includes a list of points to consider in evaluating reading programs. (AA)

ED 136 187 CS 003 179

Spiro, Rand J.  
Inferential Reconstruction in Memory for Connected Discourse. Technical Report No. 2.

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75  
Contract—NIE-G-74-0007

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Students, \*Connected Discourse, \*Context Clues, Learning Processes, Memory, Prose, \*Reading Processes, \*Reading Research, \*Recall (Psychological)

Identifiers—\*Center for the Study of Reading (Illinois), \*Schemata

A reconstructive approach to memory for connected discourse is contrasted with orientations that emphasize passive reproduction. Conditions under which reconstructive errors in recall should occur are specified. Most conventional experiments do not satisfy the conditions. In an experiment involving 360 college students, subjects were induced not to differentiate information in discourse from prior knowledge, and subsequently presented information contradicted expectations formed earlier. Predicted recall errors from a previously generated set tended to be manifested. This tendency increased with delay prior to recall. Such recall errors were almost totally absent when schematic states at recall did not contradict earlier states and when conventional memory instructions were employed. The results were interpreted as supporting the reconstructive theory presented. A preliminary sketch of a model of inferential reconstruction is also presented. (Author/AA)

ED 136 188 CS 003 190

Rubin, Ann D. And Others  
A Process-Oriented Language for Describing Aspects of Reading Comprehension. Technical Report No. 13.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—BBN-3427

Pub Date Oct 76

Contract—400-76-0116

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Artificial Intelligence, Computers, \*Models, Prose, \*Reading Comprehension, Reading Materials, \*Reading Processes, \*Reading Research, Reading Tests

Identifiers—\*Center for the Study of Reading (Illinois)

Language comprehension is an immensely complex process involving the dynamic interaction of diverse sources of knowledge. In order to model this process, tools are needed which allow detailed specification of the process components. In this paper, the essential characteristics of a model of reading comprehension are discussed in the context of the development of a computer model of the processes involved. Specific examples of text are analyzed to illustrate some of the complexities. It is argued that such a model would be valuable both in the construction of tests and instructional materials and in the systematic study of reading. Issues in implementing the computer model are also considered. (AA)

ED 136 189 CS 003 195

Brown, Ann L. And Others  
Intrusion of a Thematic Idea in Children's Comprehension and Retention of Stories. Technical Report No. 18.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Grant—HD-00111; HD-05951; HD-06864

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Ambiguity, Child Development, \*Comprehension, \*Context Clues, Elementary Secondary Education, Learning Processes, Memory, Prose, \*Reading Processes, \*Reading Research, \*Recall (Psychological), Retention

Identifiers—\*Center for the Study of Reading (Illinois), \*Schemata

Two experiments concerned with memory and comprehension of prose passages were conducted with children from second through seventh grade. In both experiments the major variable was the provision of appropriate frameworks for comprehending ambiguous sections of the passages. In the initial experiment, recognition of theme-congruent and theme-incongruent foils was the main measurement, while, in the second experiment, intrusions in recall and postrecall interviews were used to measure the influence of preexisting expectations on story comprehension and recall. The main effect was the striking absence of developmental trends: children behaved like adults in both the recall and recognition studies.

Recall of ambiguous passages was enhanced if a relevant framework was given, intrusions reflected the prior orientation, and the subjects had difficulty distinguishing between their own embellishments and the actual story content. Under recognition conditions, children treated theme-congruent foils as if they were target items and incongruent foils as if they were distractors. It is argued that, for children as well as for adults, schemata provide the interpretive framework for comprehending discourse. (Author)

**ED 136 190** CS 003 206  
Manzo, Anthony V. Sherk, John K., Jr.  
Reading and "Language in the Content Areas" A Third Generational Approach.  
Pub Date [77]

Note—13p.; Unpublished report prepared at University of Missouri at Kansas City

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Content Reading, Educational Objectives, English Instruction, Language Arts, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Secondary Education

Identifiers—"Language"  
This paper attempts to provide an historical context for defining post-elementary-school "reading," offers a working title for a potentially unifying thesis, and briefly describes the major instructional objectives, operations, and implications issuing from the thesis. The term "Language in the Content Areas" is proposed as the working title for this thesis. (Author/AA)

**ED 136 191** CS 003 216  
Norton, Donna Elithe

A Comparison of the Oral Reading Errors of High and Low Ability First and Third Graders Taught by Two Approaches—Synthetic Phonic and Analytic-Electic.

Pub Date 76  
Note—205p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,681, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Context Clues, Doctoral Theses, Informal Reading Inventory, \*Miscue Analysis, \*Oral Reading, \*Phonics, Primary Education, \*Reading Instruction, \*Reading Research, Reading Skills

Forty first-grade and third-grade students participated in an investigation of differences between oral reading strategies of students taught with a phonics emphasis and those of students taught with an analytic-electic program. Results from analysis of a reading miscue inventory used with each student indicated that miscue patterns are directly related to reading approaches. The analytic-electic approach developed syntactic reading strategies and self-correction strategies and produced readers who relied heavily on the semantic acceptability of the passage. A synthetic-phonics approach developed graphic, phonic, and syntactic reading strategies, with small numbers of self-corrections. Specific types of errors were described for both age groups, and differences between errors of high and low ability readers were investigated. (Author/AA)

**ED 136 192** CS 003 217  
Owens, Edna Kell

An Investigation of Auditory Memory and Its Relationship to Reading Achievement of Elementary Pupils.

Pub Date 76  
Note—98p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-29,241, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Auditory Perception, Doctoral Theses, Elementary Education, Listening Comprehension, \*Memory, \*Reading Comprehension, \*Reading Research, Serial Learning, Vocabulary

Identifiers—\*Auditory Memory

The purpose of this study was to examine the use of auditory memory tests to predict reading achievement of elementary pupils. Auditory memory was defined as the ability of an individual to reproduce digits, letters, sounds, words, or serial commands, immediately and correctly, in sequential order, after having heard them only once. One hundred eighty pupils were

randomly selected from the second, fourth, and sixth grades as subjects for the study. Data were collected for reading and vocabulary achievement (Gates-MacGinitie Reading Tests). Eleven individualized tests were used to test auditory memory. Nine tests showed significant correlations to total reading scores, five tests showed significant correlations to the vocabulary scores, and nine tests showed significant correlations to comprehension scores. Auditory memory tests which significantly added to the prediction equation for total reading were listening comprehension (Durrell), oral directions (DTLA), sound blending (ITPA), and memory for sequence (G-F-W); for vocabulary, listening comprehension and sound blending; for comprehension, oral directions, digit span (WISC), sound blending, and memory for sequence. (Author/MKM)

**ED 136 193** CS 003 222  
Furr, Oneta R.

Can Teachers Informally Assess Mental Capacity? Pub Date 76

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Evaluation Methods, \*Informal Reading Inventory, \*Intelligence, Kindergarten Children, Primary Education, \*Reading Ability, \*Student Evaluation, Verbal Ability

Identifiers—"Strang Informal Observation of Capacity Inventory"

A survey of past research reveals that intellectual capacity, particularly verbal proficiency, are important factors in reading performance. The purpose of this study was to determine if classroom teachers, through informal observation, can recognize indicators of intellectual ability. The Strang Informal Observation of Capacity Inventory and Thurstone's Primary Mental Abilities Test were administered to 195 kindergartners who were enrolled in the classes of 11 teachers in 11 different elementary schools. Findings indicate that an informal inventory of intellectual capacity was valid, that teachers can successfully use an informal inventory to make decisions regarding children's intellectual capacity, that accuracy of teachers' assessments was of a high level, and that the Strang Informal Observation of Capacity Inventory was appropriate for use with a heterogeneously grouped class. (KS)

**ED 136 194** CS 003 224  
Gunn, V. Patricia Elkins, John

Diagnosing and Improving Silent Reading Using "Cloze" Techniques or So What?

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre. Pub Date Aug 76

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—"Cloze Procedure, Elementary Education, \*Primary Education, \*Reading Comprehension, \*Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Programs, Reading Skills, \*Silent Reading, Vocabulary Development

This paper discusses the relationship between cloze demands and reading comprehension and describes a cloze program used in a third-grade classroom. A series of exercises, including word attack, sentence completion, and vocabulary-development tasks, were given regularly by teachers to the students in their third-grade classrooms. Included in the program were a variety of exercises which drew attention to the role of function words and checked children's understanding of the relationships expressed. In addition to its diagnostic value, the cloze program was effective in raising the children's reading comprehension skills (measured by standardized tests), after both an initial and a subsequent period of eight weeks. (LL)

**ED 136 195** CS 003 225  
Williamson, Leon E.

A Time for Heresy: A Molar Reading Model. Pub Date Feb 77

Note—20p.; Report prepared at New Mexico State University

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Language Development, \*Learning Theories, Memory, Models, \*Reading, Reading Instruction, \*Reading Processes, Reading Skills, \*Thought Processes

A survey of the literature concerning the mental processes used in reading reveals a proliferation of molecular theories which explain only a small (and frequently neurological) component of the reading act. Enough information exists, however, to sketch an integrated, molar model of the reading process, which stresses the interrelationships between conscious and subconscious channels of thought. Efficient reading is an interaction between long-term and short-term memory and the affective domain. Cognitive competencies (analyzing, synthesizing, inferring, evaluating, etc.), although not innate, originate in a subconscious channel: the goal of the reading teacher should be to teach both graphic and cognitive skills, to the extent that they become unpremeditated responses. A molecular model derived from this molar model suggests that the sequence of language factors (phonology, morphology, syntax, grammar, and semantics) is reversed in the reading process. (KS)

**ED 136 196** CS 003 227  
Manzo, Anthony V.

"Imbedded Aids" to Readers: Alternatives to Traditional Textual Material.

Pub Date [77]  
Note—11p.; Unpublished report prepared at University of Missouri at Kansas City

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Autoinstructional Aids, \*Content Reading, Prose, \*Reading Comprehension, \*Reading Materials, Reading Processes, Reading Research, Secondary Education, \*Textbook Preparation, \*Textbook Research

Imbedded aids are units of assistance and enrichment woven into textual material to aid in reading comprehension. Eighteen specific types of aids have been developed so far, ranging from line numbering locators to independent study suggestions. This paper presents an imbedded-aids prototype, a partial rationale for the approach, and a critique of two preliminary studies of the value of aids in improving reading comprehension and of their acceptability among teachers and students. Examples of imbedded aids are included. (AA)

**ED 136 197** CS 003 234  
Kavale, Kenneth A.

A Linguistic Feature Comparison of the Verbal Protocols of Good and Poor Readers on Standardized Measures of Reading Comprehension.

Pub Date 76  
Note—180p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-27,809, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Context Clues, Doctoral Theses, Grade 6, Intermediate Grades, \*Reading Comprehension, \*Reading Difficulty, \*Reading Processes, \*Reading Research, \*Reading Skills, Thought Processes

Identifiers—"Reasoning Strategies"

Sixteen sixth-grade students participated in a study of the reasoning strategies employed by good and poor readers. Students, trained in applying introspective procedures, completed instruments that measured verbal reasoning, determining cause and effect, reading for inference, and determining main idea. Protocols obtained during five consecutive sessions were taped and transcribed. Results suggested that item type influenced choice of reasoning strategies for both groups. Incorrect responses seemed to result from a combination of item type and reasoning strategy. Rankings of frequency of use of strategies were similar for both groups, with "key lexical item" and "generalization" strategies used most frequently. Good readers were able to successfully use alternative strategies; poor readers showed greater variability in strategies chosen but were not as successful in selecting useful alternative strategies. (Author/AA)

**ED 136 198** CS 003 236  
Lipset, Corine B.

The Nature of Regressions in Oral Reading and Their Relationship to Three Measures of Comprehension.

Pub Date 76  
Note—331p.; Ed.D. Dissertation, Hofstra University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,396, MF \$7.50, Xerography \$15.00)

## Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, Expository Writing, Grade 5, \*Miscellaneous Analysis, Narration, \*Oral Reading, \*Reading Comprehension, \*Reading Processes, \*Reading Research, \*Reading Skills

Thirty fifth-grade children participated in a study of regressions in oral reading of narrative and expository material. A cloze test, a retelling task, and a comprehending task were administered to each student. Analysis of regressions in reading indicated nine categories of cause of regression: correction, anticipatory problems, intonation change, articulation difficulties, return sweep problems, word analysis, regression preceded by a miscue, loss of place, and undetermined causes. There were no significant relationships between the number of regressions and any of the measures of comprehension. Regression frequencies for narrative and expository materials were highly correlated, though narrative material appeared to elicit more regressions containing omissions and insertions than did expository material. Results were interpreted as indicating that regressions in oral reading are not in themselves indicative of readers' inability to comprehend the passages, and they may be beneficial to readers as they seek meaning from the printed page. (Author/AA)

ED 136 199

CS 003 237

Vaughn, Millie Ann

An Analysis of Selected Basal Reader Teacher Editions to Determine the Extent of Inclusion and Explanation of the Levels of Questioning.

Pub Date 76

Note—251p.; Ph.D. Dissertation, Indiana State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,303, MF \$7.50, Xerography \$15.00)

## Document Not Available from EDRS.

Descriptors—\*Abstraction Levels, \*Basic Reading, \*Content Analysis, Doctoral Theses, Elementary Education, \*Generalization, \*Reading Research, \*Textbook Content

Identifiers—\*Questions

Teacher editions of four basal reading series used in the first, fourth, and sixth grades were analyzed to determine the extent of inclusion and explanation of the levels of questioning. Questions from the first two, middle two, and last two stories in each of the teacher editions were analyzed. All teacher editions examined recognized the importance of the development of thinking skills. Significant differences were found in the levels of thinking required across the selected grades, among the selected series, and among the selected series within the selected grades. Higher proportions of inferential questions were found at the fourth-grade and sixth-grade levels. (Author/AA)

ED 136 200

CS 003 240

McWilliams, Lana Jo

A Study of the Effect of Clinical Reading Remediation upon Perception of Locus of Control.

Pub Date 75

Note—96p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,953, MF \$7.50, Xerography \$15.00)

## Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Secondary Education, Individual Instruction, \*Locus of Control, \*Reading Research, \*Remedial Reading, \*Remedial Reading Clinics, Sex Differences, \*Tutoring

Control and experimental groups, of 21 students each, participated in a study of the effect of remedial reading sessions on perception of locus of control. All students were administered a measure of locus of control, before and after the treatment period during which the experimental group received tutorial instruction in various reading skills; the control group did not receive any reading instruction outside their regular classrooms. Results indicated that the tutorial approach in a clinical setting brought about an increase in internal perceptions of locus of control, that the treatment was more effective in creating internal responses for the males than for the females, that the highest internal responses were made by the older participants, and that the tutorial approach to reading remediation was more effective for sixth graders than for other grade

levels. Teachers' comments suggested that the scale is difficult to administer to children with reading problems, as they have difficulty coping with abstractions. (Author/AA)

ED 136 201

CS 003 241

Thomas, L. F. And Others

Can Students Learn to Learn for Reading?

Pub Date Apr 72

Note—23p.; Paper presented at the Annual Meeting of the British Psychological Society, April 1972

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Content Reading, Factual Reading, Higher Education, \*Learning, \*Learning Modules, \*Reading, \*Reading Comprehension, \*Reading Improvement, \*Reading Research, Teaching Methods

This paper discusses two methods used for investigating how students can acquire greater skill in reading for learning. The first study, carried out at Loughborough College of Education, involved students in a pre-packaged sequence of learning experiences. The content of the packages or modules and the sequence in which they were offered embodied the Research Worker's theory about "the best method of reading." Although the study is not yet complete, the results so far indicate that each of the modules produced a change in strategy and specific performance, and that the learning outcomes from reading have already improved considerably. In the second study, students of Gipsy Hill College of Education were offered techniques for researching into their own reading and experimenting with alternative methods and purposes. Being more permissively organized, the Gipsy Hill course seems to have produced less improvement along the dimensions which were used in the pre- and post-testing. However, significant changes took place in both main point and factual reading performance, and all the subjects improved their grades in their education course. Tables of results for both studies are included. (LL)

ED 136 202

CS 003 243

Mason, George E. Mickish, Virginia L.

Word Boundary Tasks for Beginners.

Pub Date Feb 76

Note—8p.; Paper presented at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, February 18-21, 1976); Not available in hard copy due to marginal print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Beginning Reading, Error Analysis (Language), Primary Education, Printing, \*Reading Instruction, \*Reading Processes, \*Reading Research, \*Reading Skills, \*Word Recognition

A sample of 100 first graders participated in a study of the relationship between three types of spacing used in written sentences for segmenting word boundaries and pupil errors in completing word-boundary tasks. The results indicated that eliminating printer's word boundaries in written sentences had a significant effect on first graders' performance. In this investigation, there were more total errors on sentences with no boundaries between words. The second most frequent number of errors occurred for sentences with a boundary after every other letter. The fewest number of errors occurred for sentences with printer's word boundaries. Major types of errors associated with word-boundary tasks are also discussed. (AA)

ED 136 203

CS 003 246

Reading Techniques, Activities, Words, Ideas, Fun, Games.

Saint Louis Public Schools, Mo.

Pub Date 76

Note—362p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Audiovisual Aids, Films, \*Learning Activities, Oral Reading, Perceptual Development, Primary Education, \*Reading Comprehension, \*Reading Games, \*Reading Instruction, \*Reading Skills, Student Motivation, \*Teaching Techniques

This book provides lessons, games, teaching strategies, and activities that can be used to supplement a regular, primary-level reading program. Sections, color-coded according to first, second, and third grade, are devoted to the following top-

ics: general tips for teaching reading, motivating interest in reading, experience stories, using films and filmstrips in the reading curriculum, perceptual skills, comprehension strategies, comprehension skills, and oral reading. An answer key for puzzles completes the volume. (KS)

ED 136 204

CS 003 250

Scates, Alice M.

Preparing to Assist Black Children in the Reading Act.

Pub Date Nov 75

Note—22p.; Paper presented at the Annual Meeting of the National Alliance of Black School Educators (3rd, New Orleans, Louisiana, November 20-22, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Administrator Role, Black Dialects, \*Black Youth, Community Involvement, Cultural Awareness, \*Reading Instruction, Reading Processes, \*Teacher Education, \*Teacher Role

The reading act and the teaching of black children should not be treated as incidental by either white or black educators. The role of teacher-training institutions should be to instruct future teachers in the reading processes, reading readiness stages, basal reading programs, formal and informal reading tests, black dialects, reading approaches, and cultural backgrounds and heritage. The duties of the administrator and teacher should include proper assessment of children and preplanned instruction. The black community should also be involved, exploring specific criteria, such as tests which have a direct bearing upon black children's reading achievement, or determining whether there is any action parents should take to help children improve their reading skills. (HOD)

ED 136 205

CS 003 254

Galloway, Elizabeth Gray, Gordon

Language Experience—A Reading Approach.

Pub Date 76

Note—24p.; Paper presented at the Annual Meeting of the Clemson Reading Conference (Clemson, South Carolina, November 11-13, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Beginning Reading, \*Language Arts, \*Language Experience Approach, Primary Education, Reading Instruction, Reading Materials, \*Reading Readiness, \*Teaching Techniques, Writing Skills

The language experience approach to teaching beginning reading uses a child's own language and experiences as the basis for the first reading material or lessons. The approach integrates the language arts skills of listening, speaking, reading, and writing. The steps suggested for a teacher to follow in utilizing this approach are: (1) oral expression by the child with another person acting as a recorder, (2) oral expression with a recorder doing most of the writing and the student making some contribution, (3) writing by the student with the aid of the teacher or another person, and (4) writing by the student alone. Suggestions are given for developing language arts activities to use in the language experience approach. They include developing activities and discussions which relate to touch, taste, sound, sight, and smell; using community resource people as stimuli for language experiences; integrating language experience with content areas; using media to build a background of experience; writing autobiographies or biographies; and using opportunities for practical writing. Thirteen specific activities are described in detail, and examples of student writing are provided. (MKM)

ED 136 206

CS 003 255

Axelrod, Jerome

Flaws in Commercial Reading Materials.

Pub Date [74]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation, Illustrations, Programmed Materials, Questioning Techniques, Reading Comprehension, \*Reading Instruction, \*Reading Materials, Reading Skills, \*Workbooks

Identifiers—Learner Verification

Three flaws found in commercial reading materials, such as workbooks and kits, are discussed in this paper, and examples of the flaws are taken from specific materials. The first problem noted is that illustrations frequently provide the information that the learner is supposed



to supply through phonetic or structural analysis; the illustrations may be deterrents rather than aids. The second flaw noted is that skills are not always introduced sequentially. The third problem discussed is that material does not always do what it purports to do; for example, a phonetic exercise may actually test vocabulary. The author also summarizes ten flaws which he has written about in another paper; these are primarily concerned with the questioning techniques used to check reading comprehension. (MKM)

**ED 136 207** CS 003 257

Hartman, David E.

**Effect of Semantic Constraints on Processing Ambiguous Words.**

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Ambiguity, \*Cognitive Processes, \*Comprehension, \*Context Clues, Language Research, Models, \*Phonemes, Psychological Studies, \*Semantics

Native English speakers performed a phoneme-monitoring task to assess whether ambiguous words (homographs) require extra processing capacity under two conditions: no prior context and prior context provided by disambiguating subject-noun and verb combinations. Phoneme detection latencies were reliably longer for homographs than for control words when no prior context was provided. This difference disappeared with appropriate subject-noun and verb contexts. These data support a prior-context model for processing ambiguous lexical items. (Author)

**ED 136 208** CS 003 258

Weber, Jane E.

**The Kernel Distance Theory: Evaluation by Student Judgement of Sentence Difficulty.**

Pub Date Jun 77

Note—115p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Community Colleges, Junior Colleges, \*Readability, Reading Ability, \*Reading Research, \*Sentence Structure, \*Student Opinion, \*Syntax, \*Textbook Evaluation

Identifiers—De Pierro (Joseph), Fry Kernel Distance Theory

This study attempted to validate both the Fry-Kernel Distance Theory and the De Pierro findings, in determining the suitability of text material for the students to be instructed. First-year community college students were presented with sentences arranged in pairs, each representing two of four prescribed types. Subjects were to select the harder sentence of each pair. Sentence complexity in this study was measured through student judgment. Variables included reading ability, types of sentences, and student judgment. It was concluded that, although subject judgments on individual items may vary within sentence categories, when these were totaled, certain trends emerged: in two of the four types of sentence comparisons, a significant difference in difficulty was reported; for three out of the four hypotheses, good and poor readers did not differ significantly. However, further analysis indicated some tendency on the part of good readers to judge sentences in the direction opposite from that predicted. (HOD)

**ED 136 209** CS 003 259

Kapel, Marilyn B.

**Relationship Among Identified Teacher Effectiveness Factors, Generic Teaching Competencies & Competencies in Reading Instruction in Pre-Service CBTE Programs.**

Pub Date 77

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Effective Teaching, Higher Education, \*Performance Based Teacher Education, \*Preservice Education, \*Reading, \*Reading Research, State Standards, \*Teaching Skills

Identifiers—Pennsylvania

This investigation involved the evaluation and analysis of the degree to which competency-based teacher education (CBTE) preservice reading competencies were judged to reflect selected factors of teacher effectiveness. Twenty-two generic

competencies developed by the state of Pennsylvania, twelve selected factors of teacher effectiveness determined by a national panel, and seven global reading competencies derived from reading programs in Pennsylvania, formed the base of the study. A modified Delphi technique and criterion-referenced data analyses were used. Findings indicated moderate relationships existed among most, but not all, factors and competencies. Organization, planning, and management of classroom routine were of major consequence. Implications for CBTE programs were discussed. (Author)

**ED 136 210** CS 003 260

Reber, Arthur S., Ed. Scarborough, Don L., Ed.

**Toward a Psychology of Reading: The Proceedings of the CUNY (City University of New York) Conferences.**

Pub Date 77

Note—323p.

Available from—Halsted Press, A Division of John Wiley & Sons, Inc. 605 Third Avenue, New York, New York 10016 (\$18.00 cloth)

**Document Not Available from EDRS.**

Descriptors—\*Beginning Reading, Cognitive Processes, Conference Reports, \*Decoding (Reading), Elementary Secondary Education, Literature Reviews, Psychological Studies, \*Reading Instruction, \*Reading Processes, \*Reading Research, Reading Tests, \*Visual Perception

This volume suggests not only that the reading process is more complex than previously assumed but that, like so many other cognitive and linguistic skills, the richness and depth of the complexity increase the more closely it is examined. Each chapter focuses upon various aspects of the reading process and provides for possible innovations and pedagogic developments that take into account previously unrecognized components. The first two chapters trace the historical evolution of writing systems and analyze the cognitive processes that are uniquely invoked by each. Later chapters examine the role of visual patterning, eye movements and perceptual spans, phonetic segmentation and recoding, reading comprehension and text structure, relationships between reading programs and cognitive demands, and assessment of reading skills. (AA)

**ED 136 211** CS 003 261

Shinichi, Masuda

**Standards for Evaluating Book Reports.**

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Bibliotherapy, \*Book Reviews, \*Composition (Literary), \*Critical Reading, Elementary Education, \*Evaluation Criteria, Foreign Countries, Language Arts, \*Reading Comprehension

Identifiers—\*Japan

This report discusses the present state of guidance in the writing of book reports by children in Japan, the basic factors considered in proposing standards for book reports, and standards suggested for evaluating book reports. Many different book-report contests are held each year in Japan, and some contests are conducted on a scale large enough to receive entries from about two million children. A survey conducted of representative teachers from all over Japan indicated that the most prevalent type of report is a simple record of impressions and thoughts that occur upon reading a book. In order to initiate critical reading, it is suggested that the teacher emphasize three points in guiding the student: (1) evaluation encouraging independent thinking that develops sequentially through simple reaction, comprehension, self-judgment, revision of attitudes, and self-improvement; (2) evaluation which covers the overall scope of reading activities; and (3) assessment of self-expression. Two charts have been prepared for use in evaluating book reports. Chart 1 indicates evaluation standards for reading guidance and chart 2 indicates evaluation standards for composition guidance. (MKM)

**ED 136 212** CS 003 262

Wagner, Michael Rohwer, William D., Jr.

**Developmental Changes in Prose Memory.**

Pub Date 77

Grant—HDO-3869

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Developmental Stages, Elementary Secondary Education, Grade 5, Grade 11, \*Learning Processes, \*Memory, \*Prose, \*Psychological Studies, Reading Research, \*Recall (Psychological), Retention

A recognition paradigm was employed to assess developmental changes in memory for within-sentence (premise) and between-sentence (inference) information from 16 brief prose stories. Eleventh graders retained significant amounts of both premise and inference information, while fifth graders showed substantial retention only for premise information. The discrepancies between these and previous findings are explicated with regard to instructional conditions, story construction, and test list design. It is concluded that fifth graders are less inclined to retain between-sentence information from prose materials than are eleventh graders. (Author)

**ED 136 213** CS 003 263

McCormick, Claire M.

**A Behavioral Analysis of an Early Reading Program.**

Pub Date 77

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Beginning Reading, \*Behavioral Science Research, Primary Education, Programmed Instruction, \*Reading Instruction, \*Reading Programs, \*Reading Research, Theories

Identifiers—New Primary Grades Reading System

The development of a psychology of instruction calls for qualitative, as well as quantitative, information about curriculum components. An analysis of selected instructional sequences of the New Primary Grades Reading System, a reading acquisition curriculum for five and six year olds, was performed by applying appropriate category systems from several theoretical models. The purpose of the study was to examine the conditions of learning which had been built into the instructional sequences that present new content. The results demonstrate and make more explicit one designer's mode of introducing behavioral learning principles into sequences of a structured curriculum. The analysis makes evident four main principles of instruction: (1) making explicit use of knowledge about the capabilities of the learner for whom the materials have been designed; (2) structuring language units so that they can be readily grasped by the learner; (3) identifying a progression of effective sequence types; and (4) specifying the contingencies of reinforcement. Taken together, the strategies of instruction implicit in the design of the curriculum constitute a theory of instruction in reading acquisition. (Author/AA)

**ED 136 214** CS 003 265

Reddin, Estoy

**Reading Improvement: A Cooperative Community Commitment.**

Pub Date 74

Note—18p.; Paper presented at the Regional Conference on Reading Improvement (Petersburg, Virginia, November 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Childrens Books, \*Community Involvement, Community Organizations, Elementary Education, Language Enrichment, \*Parent Participation, Prereading Experience, \*Reading, \*Reading Development, \*Reading Improvement, \*Reading Materials, Reading Readiness, Reading Skills, Tutoring

This document discusses the role of parents and the role of the community at large in the reading development and improvement of children. One way parents can assist in reading improvement is by surrounding their children with language from their earliest years. Nancy Larrick, in her "Parent's Guide to Children's Reading," suggests that parents read to the young child, even before the child has reached his or her first birthday. Larrick also states that parents can help to foster an interest in print by answering children's questions about letters and signs. And finally, parents can help by making books available to children either through purchase or by borrowing them from a library. There are at least three major ways in which the community can

help foster and maintain reading skills—by supporting the public schools; by sponsoring book fairs or setting up book banks or exchanges; and by reading with children either in groups or through voluntary tutoring in the schools. If children see parental and community efforts to support reading activities, they will likewise place value on reading. (LL)

ED 136 215

CS 003 267

McNeil, John D.

**Research Directions and the Design of Reading Instruction.**  
Pub Date 77

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Literature Reviews, \*Motivation, Psychology, \*Reading Comprehension, \*Reading Instruction, \*Reading Programs, \*Reading Research, \*Word Recognition

Three areas of psychological research seem to hold implications for reading instruction. First, findings about the long-term effects of intrinsic and extrinsic motivation may be considered a challenge to popular technologies of instruction. Authors of highly structured systems, for example, tend to rely upon reinforcement to strengthen a child's newly acquired conceptual responses rather than to attend to competing spontaneous responses. The second area of research deals with the relative effectiveness of different word recognition strategies. The value of semantic and syntactic word recognition strategies and the kinds of exercises by which learners acquire them are reviewed. The third set of studies from which implications can be drawn deals with the comprehension of text material. There is a potential need, for example, for exercises which help learners create images during the reading process. (Author/AA)

ED 136 216

CS 003 268

Kendall, Janet Ross Hood, Joyce

**Investigating the Relationship between Comprehension and Word Recognition: Oral Reading Analysis of Children with Comprehension or Word Recognition Disabilities.**

Pub Date 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Comparative Analysis, Elementary Education, Error Analysis (Language), \*Oral Reading, \*Reading Comprehension, \*Reading Difficulty, \*Reading Research, Reading Skills, \*Word Recognition

In order to explore the relationship between word recognition and comprehension, the oral reading behavior of two types of disabled readers—readers with poor comprehension but adequate word-recognition abilities (LoC-HiWR) and readers with good comprehension and poor word-recognition abilities (HiC-LoWR)—was compared. Subjects read orally two stories of high grade-three and grade-five readability and answered ten literal questions concerning each story immediately after reading it. Each child's reading and answers were tape recorded. Results of analysis of the oral reading errors, comprehension questions, and reading rate showed that, quantitatively, subjects made more errors on the grade-five story than on the grade-three story and HiC-LoWR subjects made more errors; and, qualitatively, HiC-LoWR subjects used contextual information to better advantage, making fewer errors than were not contextually appropriate. (JM)

ED 136 217

CS 003 270

Sturdivant-Odwarka, Anne

**Oral Reading Characteristics Associated with the Language Development of Second-Grade Children.**

Pub Date 77

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Error Patterns, Grade 2, Intelligence, \*Language Development, \*Linguistic Performance, \*Oral Reading, Primary Education, Reading Ability, \*Reading Research, Sex Differences, Socioeconomic Status, \*Syntax, Word Recognition

This study examined oral-reading characteristics associated with language development in second-grade children, working on the suppositions that oral syntactic proficiency influences a child's use of syntax while reading and that this influence can be seen in oral reading, particularly in the contextual appropriateness of errors. It was also presumed that statistical control of word-recognition ability would help expose syntactic proficiency in reading by, in effect, equating subjects on the ability to use graphic cues and allowing the ability to use symbols to vary independently. Using 90 second-grade subjects, the research design had two parts: the exploration of the relationships among language development, reading ability, intelligence, socioeconomic status, and sex; and the correlation of oral reading behavior with language development when the influence of word recognition ability and intelligence is controlled. Results suggested that oral syntactic proficiency as measured by Chomsky's Linguistic Instrument does not relate to contextual appropriateness of oral-reading errors but, rather, to correction behavior. (HOD)

ED 136 218

CS 003 272

Falk, Julia S.

**The Teachers' Conceptions of Reading Project—Institute for Research on Teaching.**

Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Content Analysis, Literature Reviews, \*Measurement Instruments, \*Reading, \*Reading Instruction, \*Reading Research, \*Teacher Attitudes, Teacher Characteristics, Textbooks

Identifiers—Institute for Research on Teaching  
The Institute for Research on Teaching, a major center funded by the National Institute of Education, has as its central mission the determination of the mental life and decision-making processes of teachers, with particular reference to the teaching of reading. The Teachers' Conceptions of Reading Project, part of the Institute, is exploring research techniques and conducting studies on the views, beliefs, and knowledge of practicing classroom teachers, with respect to reading and the teaching and learning of reading. This paper reports on the project's research: (1) a content analysis of books on reading authored by teachers and teacher educators, (2) a review of the research literature for 1965-1976 on teachers' concerns and conceptions of reading and the teaching of reading, and (3) four research techniques that permit teachers to reveal their conceptions of reading without prejudice from the instruments serving to elicit those views. (Author)

ED 136 219

CS 003 274

Ewoldt, Carolyn

**Miscue Analysis of the Reading of Third Grade Follow Through and Non-Follow Through Children in Wichita, Kansas.**

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—104p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Early Childhood Education, \*Language Experience Approach, \*Miscue Analysis, \*Program Evaluation, \*Reading Instruction, Reading Processes, \*Reading Research, Teaching Methods

Identifiers—\*Project Follow Through, \*Tucson Early Education Model

This evaluation was undertaken in an effort to provide data concerning the effectiveness of the Tucson Early Education Model, a Follow Through Model sponsor and reading instruction program which advocates the language experience approach. Seventy-three children were tested according to a miscue analysis model, in order to identify those differences between Follow Through program participants and nonparticipants which may be the result of varying instructional techniques, and in order to identify those similarities between the two groups which are the result of a single reading process. The six chapters in this volume outline research methodology, describe the results of in-depth analysis of the strategies of two readers, discuss

group analysis and the retelling of stories, and report conclusions. Tabulations of data and appendices which detail the testing process are included. (KS)

ED 136 220

CS 003 275

Reed, Sue Nugent

**Meet-The-Poet-At-His-Craft: Career Idea, Children and Poetry.**

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Awareness, Career Choice, \*Career Exploration, Composition (Literary), Elementary Education, Learning Activities, \*Poetry, \*Poets, Program Descriptions  
Identifiers—\*Poets in the Schools

The primary goal of the program described in this paper was to develop activities to provide fifth graders with an opportunity to meet people in fields of work which are generally considered to be outside the child's everyday realm of experience. The career education unit visits by a folksinger, a weaver-dyer, a nurse, and an advertising manager and the arrangement of a six-and-a-half-day residency for a poet, who taught three classes a day and held daily workshops with teachers. Under the poet's direction, the children wrote poetry and compiled an anthology of their own works. Although funding was not obtained from the National Endowment for the Arts for a similar session for the following year, the school's Parent Teacher Association voted to match funds for another poet in residence. An evaluation of students' responses on questionnaires indicated that, although there was little change in pupils' career choices, the poet was ranked highest of all the guest speakers. (KS)

ED 136 221

CS 003 277

Bulcock, Jeffrey W. And Others

**Reading Competency as a Predictor of Scholastic Performance: Comparisons between Industrialized and Third-World Nations.**

Pub Date 76

Note—54p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Academic Achievement, \*Comparative Education, Content Reading, Foreign Countries, Natural Sciences, Predictive Measurement, Psycholinguistics, \*Reading Achievement, Reading Comprehension, \*Reading Research, Secondary Education, \*Socioeconomic Background, \*Thought Processes, Vocabulary

Identifiers—England, India, Piaget (Jean)

Using data collected by the International Association for the Evaluation of Educational Achievement (IEA), the authors of this study examined the reading achievement of 14-year-old boys in India and England. They sought to determine the factors involved in the academic achievement of these boys in the natural sciences. Factors studied, in addition to reading achievement, were socioeconomic background, vocabulary achievement, and thinking-stage development. The similarities between the two groups were found to outweigh the differences, although the effects of parental education and father's occupational status were less important in predicting academic success for Indian students. Reading achievement in both countries was consistently the most powerful predictor of science achievement, with the exception of performance in biology, in India. The thinking-stage variable had the next most powerful net effect, yet was only marginally ahead of meaning-vocabulary influences, in terms of direct effects. (MKM)

ED 136 222

CS 003 278

Miller, John W. Isakson, Richard L.

**Disruptive Effect: A New Technique for Reading Research.**

Pub Date 77

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Indexing, \*Measurement Techniques, Oral Reading, \*Reading, \*Reading Processes, \*Reading Research, Reading Tests

**Identifiers—\*Disruptive Effect (Reading), Reading Errors**

This paper provides information concerning a technique for indexing internal processing during reading. The paper details three criteria necessary for a viable index, discusses techniques currently used for indexing reading behavior, and describes a technique known as "disruptive effect"—the degree to which the probability of occurrence of oral reading errors is increased by the inclusion of an unknown or confusing word or structural element in written context. Three studies were completed to substantiate the existence of the effect and to utilize the effect in a more specific way. The paper presents several explanations for the existence of the effect and expresses the hope that, since the technique has proved useful for reading research and since its potential is unknown, other researchers may see new applicability for its use as an index. (JM)

**ED 136 223**

CS 003 279

*Lefevre, Carl A.*

**Reading by Patterns: A Psycholinguistic Remedial Tutorial Program for Young Adults.**  
Pub Date 72

Note—10p.; Reprinted from "Investigations Relating to Mature Reading," 21st Yearbook of the National Reading Conference, 1972.  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adult Basic Education, \*Programmed Materials, Psycholinguistics, \*Reading Comprehension, \*Reading Instruction, \*Reading Processes, \*Remedial Reading Programs, Secondary Education, Sentence Structure, Tutorial Programs

**Identifiers—\*Reading by Patterns**

This paper describes "Reading by Patterns," a remedial tutorial program for young adults. The principal aim of instruction is to help students transform their normal fluency in speaking English into a parallel ability to read simple, printed English sentences and paragraphs. As the instruction progresses from the simple noun-verb-noun sentence pattern, successive units call attention to distinctive elements within main sentence parts and to the relationships and interdependencies of sentences within paragraphs. (AA)

**ED 136 224**

CS 003 280

*Reggy, Mae Alice Turner*

**Self-Concept and Race: Basis for Reactions to a Short Story?**

Pub Date 76

Note—114p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,715, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—Black Students, Doctoral Theses, English Instruction, Females, Grade 10, \*Identification (Psychological), \*Literature Appreciation, Racial Factors, \*Reading Research, Secondary Education, \*Self Concept

A sample of 24 black, female tenth graders was divided into two groups which reacted to a short story about the physical self-concept of either a black central character (group A) or a white central character (group B). Both groups completed a questionnaire measuring their identification responses and a standardized test measuring their self-concept. Results indicated that students with high self-concepts tended to identify with the central character regardless of the race of the character, while students with low self-concepts tended to reject the central character. Black, female tenth graders do not identify with a black central character more than with a white central character. (Author/AA)

**ED 136 225**

CS 003 281

*Johns, Jerry L.*

**Relationships Between Metalinguistic Awareness and Reading Achievement.**

Pub Date 77

Note—15p.; Report prepared at Northern Illinois University

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Auditory Discrimination, Elementary Education, \*Linguistics, Primary Education, \*Reading Achievement, \*Reading Research, Speech Communication, Vocabulary, \*Word Recognition

This study explores the relationship between children's metalinguistic awareness of aural word boundaries and their reading achievement and was designed to answer the following questions:

(1) Does a child's knowledge of spoken word boundaries improve with age? (2) What is the relationship between children's conceptions of spoken words and their reading achievement? The sample consisted of 65 children, selected in a nonrandom fashion from kindergarten, first-grade, second-grade, or third-grade classrooms at an elementary school. The children's knowledge of spoken words was assessed in April 1975. Reading-achievement levels were assigned according to the basal materials that the children were reading in April 1976. Two pretraining tasks were used to help the child learn the rules of a "yes/no" game. For the study proper, the child was instructed to listen to an audiotape and to respond "yes" if he or she heard one word and "no" if he or she did not hear one word. The data was analyzed, and it was found that the average child's metalinguistic awareness of a spoken word improves with age and that there is a significant relationship between children's metalinguistic awareness of spoken words and their reading achievement. (LL)

**ED 136 226**

CS 003 283

**Project READ (Reading Efficiency and Delinquency), Annual Report 1976-1977.**

American Correctional Association, College Park, Md.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date 77

Grant—76-JN-99-0017

Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adolescents, \*Corrective Institutions, \*Delinquents, \*Functional Illiteracy, Institutionalized Persons, Reading Achievement, \*Reading Improvement, Reading Materials, \*Reading Programs, \*Remedial Reading

**Identifiers—\*Project READ**

Project READ (Reading Efficiency and Delinquency) during its first year involved 4,330 juveniles in 47 states and the District of Columbia. Designed to improve the reading ability of incarcerated juvenile offenders, the program was based on two important facts. A survey of correctional institutions during 1974 assessed the reading abilities of juveniles to be at grade 4.5; more than one-third of the incarcerated juvenile population was functionally illiterate. Second, a reading-motivation program, "Hooked on Books," introduced by Dr. Dan Fader, proved effective in a number of juvenile institutions: it became the inspiration for a major portion of Project READ. Tests of 2,463 students, after 4 months in the Project READ program, showed an average increase in mental age from 11 years, 10 months to 12 years, 5 months and an increase in reading level from fourth to fifth grade. This report discusses the training of teachers for the program, the 148 schools involved, testing and data, paperback books, additional services, and project support. Appendixes include diagnostic test descriptions, a teacher's preworkshop assessment, a student data collection chart, a paperback book bibliography, and a list of participating schools and teacher representatives. (LL)

**ED 136 227**

CS 003 285

*Elliott, Claire, Ed. Anderson, Jonathon, Ed.*

**Literacy—A Focus on the Future: Proceedings of the Australian Reading Conference (1st, Adelaide, August 1975)**

South Australian Reading Association, Adelaide.

Pub Date 75

Note—225p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Adults, Australian Aboriginal Languages, Childrens Literature, \*Conference Reports, Educational Resources, Elementary Secondary Education, English (Second Language), \*Reading, Reading Diagnosis, \*Reading Instruction, \*Reading Materials, \*Reading Processes, Spelling, Student Motivation, \*Teacher Education

**Identifiers—Bullock Report**

The papers published in this volume were delivered at the First Australian Reading Conference, which was held in Adelaide in August 1975. Topics of discussion included, among others, preservice and inservice teacher education, facilities in reading, the development and use of reading materials, student motivation, children's literature, reading processes, adult illiteracy and testing for literacy, and reading English as

a second language. In addition, Donald Moyle's opening paper, "The Bullock Report and its Implications," provided a summary of emerging needs for the teaching of language and reading in the United Kingdom; Charles C. Cripps contributed "The Question of Spelling"; Beth Stevenson presented "Three Rs for Technical Teachers: Realistic Reading Resources"; Angela Riddale contributed "The Pit and the Ambulance—Diagnosis and Preventive Teaching in Relation to Language Skills"; and Eirlys Richards submitted "Literacy of Adult Aborigines." (KS)

**ED 136 228**

CS 003 286

*Atwood, Beth S.***Building Independent Learning Skills.**

Pub Date 74

Note—94p.

Available from—Learning Handbooks, 530 University Avenue, Palo Alto, California 94301 (\$2.50 paper)

**Document Not Available from EDRS.**

Descriptors—Educational Resources, Elementary Education, \*Independent Study, \*Individual Study, \*Learning Activities, \*Learning Processes, \*Teaching Techniques

This book provides over 100 ideas and activities developed and tested by teachers to help students become independent learners. Specific strategies are suggested that may aid students in defining problems, planning individual studies, finding information, and recording, reporting, and evaluating results. The six chapters are "Independent Learning," which distinguishes between independent, individual, and isolated learning; "Communication," which lays the groundwork for critical investigation and idea sharing; "Investigation and Organization," which details ways to lead children into the use of a variety of exploration tools; "Analysis and Evaluation," which suggests activities that help students anticipate problems, search for solutions, and recognize trends and causes; "Transformation," which suggests ways to help students develop their own unique learning systems; and "Resources," which lists supplementary media for teachers and students. (KS)

**ED 136 229**

CS 003 287

*Newkirk, Thomas***Reading Habits of British Secondary Students.**

Pub Date 76

Note—13p.; Report prepared at the University of Texas at Austin

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*English Instruction, Fiction, \*Literature Appreciation, Novels, Poetry, \*Reading Habits, \*Reading Interests, Reading Material Selection, \*Reading Research, Secondary Education, Student Attitudes, Teacher Attitudes

**Identifiers—\*United Kingdom**

Findings from a number of studies of the reading interests and habits of British secondary school students are reviewed, and the results of a new survey of the opinions of 55 teachers are briefly reported. The studies indicate that a number of "classic" texts are popular but that "subliterature" is also popular and becomes more so as students grow older. Narrative fiction, particularly humorous or mystery writing, is popular; poetry, though not unpopular with younger secondary school students, is disliked by the better examination students. Out-of-class reading declines after age 12. There is a tendency toward "realism" and "relevance" in literature chosen for classroom use, which some educators feel might be limiting. (Author/AA)

**ED 136 230**

CS 003 288

*Wainsley, Sean A.*

**The Criterion-Referenced Measurement of an Early Reading Behavior.**

Pub Date 76

Note—103p.; Report prepared at the State University of New York at Albany; Appendix may be marginally legible

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Criterion Referenced Tests, \*Early Reading, Elementary Education, \*Evaluation Methods, Measurement Techniques, \*Norm Referenced Tests, \*Reading Research, Reading Skills, \*Reading Tests

In recent years, increasing criticism of norm-referenced measures of reading ability has sparked researchers' and educators' interest in criterion-referenced instruments. This study at-



tempted to shed light on these issues by constructing a criterion-referenced test of early reading behavior, by presenting a rationale for its construction from both reading and statistical perspectives, and by administering this test to a stratified, random sample of school children in grades two, three, and four. Test results indicate that an understanding of the pronunciation of the consonant-vowel-consonant universe is well-established by the middle of grade two, that some further improvement occurs by the middle of grade four, and that a steady decline in recognition time occurs as a function of increasing age. Surprisingly, an almost equal number of errors were made on initial and final consonants. Results also suggest that the division of consonant-vowel-consonant groupings into various pronunciation patterns (checked vowel, r-modified vowel, etc.) and into categories defined by whether the group is a real word or a nonsense word are both important dimensions of the consonant-vowel-consonant universe. (Author/KS)

ED 136 231

CS 003 289

Sorenson, Marilou R.

A Legacy of Literature.

Pub Date Oct 76

Note—10p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Children's Literature, Elementary Education, Reading Comprehension, \*Reading Instruction, \*Reading Materials, \*Reading Programs, Reading Readiness, \*Reading Skills, Remedial Reading

Using children's literature as an integral part of the reading curriculum can lead children to want to read more, as they discover the pleasure of reading, reading-readiness skills (comprehension and auditory and visual discrimination) and primary and intermediate skills (syntax, context in word attack, comprehension, critical reading, and practice with language) can be developed by having children read literature rather than readers. In a pilot reading program in a Salt Lake City grade school, children's literature was used as reading material for 18 fourth-grade children who were reading one or two years below grade level. After 25 school days, during which the children spent twice the usual amount of time in reading and reading-related activities, test results showed gains of one to three years. In addition, children showed more determination and confidence in other studies, read more at home, and, for the first time, indicated a preference for reading as an activity. (JM)

ED 136 232

CS 003 290

Cary, Steven E. And Others

Use of Criterion Referenced Testing in a Compensatory Reading Program.

Houston Public Schools, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [76]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Compensatory Education Programs, \*Criterion Referenced Tests, \*Diagnostic Teaching, Elementary Education, \*Individualized Instruction, Program Evaluation, Reading Centers, \*Reading Instruction, \*Reading Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This paper provides descriptive information about the implementation of prescriptive criterion referenced testing and its impact on a compensatory reading laboratory program in the Houston public schools. After describing the program and the rationale for the selection of a criterion referenced test, a study of the teachers' utilization of the test and of pretesting and posttesting of program participants is outlined. Results indicated that the reading specialists had generally positive opinions about the criterion referenced test and the testing program as implemented. A positive relationship between degree of test utilization and individualization of instruction was suggested. High implementation of test results produced higher gains in pre/post comparisons. (AA)

ED 136 233

CS 003 291

Hollick, Robert J.

A Comparison of Reading Vocabulary and Reading Comprehension Skills between Bilingual and Monolingual Czech-American Students.

Pub Date 76

Note—20p.; Paper presented at the 1976 International Reading Association Texas State Council Meeting

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bilingual Students, Elementary Education, Grade 5, Grade 6, Grade 7, Intelligence, \*Monolingualism, Reading Ability, \*Reading Achievement, \*Reading Comprehension, \*Reading Research, Second Languages, Sex Differences, Slavic Languages, Socioeconomic Status, \*Vocabulary Skills

Differences in reading achievement of bilingual and monolingual groups of fifth, sixth, and seventh graders were investigated in several Texas schools where the Czech-American culture was significant. Sixty-three bilingual students were compared with monolingual students who had Czech surnames or Czech-American backgrounds, on the basis of chronological age, grade level, socioeconomic status, sex, intelligence, and reading achievement. Examined were differences among vocabulary, reading comprehension, total reading scores, sex as a factor in total reading scores at the three grade levels, and the correlation between total reading achievement and socioeconomic status. Results indicated that, although no appreciable difference existed between the monolinguals and bilinguals, a difference did exist between the sexes, in vocabulary, comprehension, and total reading. Socioeconomic status was found to be significantly correlated with reading ability. (HOD)

ED 136 234

CS 003 292

Brown, Ann L. Campione, Joseph C.

Memory Strategies in Learning: Training Children to Study Strategically. Technical Report. No. 22.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Grant—HD-00111; HD-05951; HD-06864

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Children, Elementary Education, Immaturity, \*Learning Processes, Literature Reviews, Memorizing, \*Memory, \*Psychological Studies, \*Reading Research, \*Training Techniques

Identifiers—\*Center for the Study of Reading (Illinois)

The history of basic research in the area of memory development is briefly reviewed as part of an attempt to illustrate how basic research can inform educational practice. The historical overview is supplemented by more detailed consideration of a few prototypical research studies. This is followed by a description of the progress, problems, and practical significance of attempts to devise effective training techniques aimed at overcoming the inadequacies of the immature learner. Finally, some practical steps for training in the laboratory and in the classroom are described, based on the current state of knowledge concerning the young child as a memorizer. (Author/AA)

ED 136 235

CS 003 293

Smiley, Sandra S. And Others

Recall of Thematically Relevant Material by Adolescent Good and Poor Readers as a Function of Written Versus Oral Presentation. Technical Report No. 23.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Grant—HD-05951; HD-06864

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, \*Failure Factors, Grade 7, \*Listening Comprehension, Prose, \*Reading Comprehension, \*Reading Difficulty, Reading Processes, \*Reading Research, \*Recall (Psychological), Secondary Education

Identifiers—\*Center for the Study of Reading (Illinois)

Good and poor readers drawn from seventh-grade classes read one prose passage and listened to a second one. They were tested following each passage, for comprehension and recall of that passage. Under both reading and listening conditions, good readers recalled a greater proportion of the stories, and the likelihood of their recalling a particular unit was a clear function of the unit's structural importance; poor readers recalled less of the stories, and their recall protocols were not as clearly related to variations in structural importance. Performance following reading was significantly correlated ( $r = .85$ ) with performance following listening. The results indicate that poor readers suffer from a general comprehension deficit and that similar processes are involved in reading and listening comprehension. (Author)

ED 136 236

CS 003 294

Anderson, Richard C. And Others

Schemata as Scaffolding for the Representation of Information in Connected Discourse. Technical Report No. 24.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—400-76-0116

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Advance Organizers, \*Cognitive Processes, College Students, Connected Discourse, \*Learning Processes, \*Memory, Prose, \*Reading Research, Recall (Psychological)

Identifiers—\*Center for the Study of Reading (Illinois), \*Schemata

Subjects read narratives about a meal at a fine restaurant or a trip to a supermarket. The same 18 items of food, attributed to the same characters, were mentioned in the same order in the two stories. As predicted from current formulations of schema theory, foods from categories determined to be part of most people's restaurant schemata were better recalled by subjects who read the restaurant narrative. Also as predicted, subjects who received the restaurant narrative were more likely to recall the character to whom a food had been attributed. However, contrary to expectation, subjects were equally likely to reproduce food-order information, whichever passage they had read. Information of the same significance in the context of either the restaurant or supermarket story was equally well recalled by the two groups. (Author)

ED 136 237

CS 003 295

Pany, Darlene Jenkins, Joseph R.

Learning Word Meanings: A Comparison of Instructional Procedures and Effects on Measures of Reading Comprehension with Learning Disabled Students. Technical Report No. 25.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—400-76-0116

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Context Clues, Intermediate Grades, Learning Disabilities, Prose, \*Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Research, Recall (Psychological), \*Remedial Reading, \*Teaching Techniques, \*Vocabulary Development

Identifiers—\*Center for the Study of Reading (Illinois)

Three instructional conditions which varied in the extent to which they emphasized direct instruction on word meanings were compared as to their effects on two aspects of reading comprehension: recalling word meanings and recalling facts from a story. The instructional conditions consisted of (1) meanings from context, which

required students to infer word meanings from passage context, (2) meanings given, in which students were told meanings of key words as they read, and (3) meanings practiced, in which students practiced reciting word meanings before they read a story. The six learning-disabled students who participated in the study underwent each treatment on three separate occasions. Only the meanings-practiced condition consistently and significantly increased acquisition and retention of word meanings. Although the treatments were differentially effective in improving word knowledge, they surprisingly did not differentially influence students' ability to recall story facts. Results are discussed in regard to their implications, both for remedial reading instruction and for analyses of relationships between reading comprehension subskills. (Author)

**ED 136 238** CS 003 296

Armbruster, Bonnie B. And Others

Analyzing Content Coverage and Emphasis: A Study of Three Curricula and Two Tests. Technical Report No. 26.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-26

Pub Date Mar 77

Contract—400-76-0116

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Comparative Analysis, \*Course Content, Grade 3, Primary Education, \*Reading Comprehension, \*Reading Research, \*Reading Skills, \*Reading Tests, \*Textbook Content

Identifiers—\*Center for the Study of Reading (Illinois)

Content related to reading comprehension, in three nationally used third grade reading curricula and two common standardized tests, was analyzed in order to discover congruencies and incongruities in content coverage and emphases. Frequencies of exercises from the curriculum materials and of items from the standardized tests were calculated for 16 subcategories of reading comprehension. Results indicated that the texts differed widely in their relative emphases on reading comprehension and on particular reading comprehension subcategories. The two standardized tests were quite similar in relative emphasis on reading comprehension, but their emphases were quite different from those of the texts. Only a small percentage of the skills emphasized in the curricula had counterparts on the standardized tests, and those tended to reflect factual items entailing locating information in presented materials, whereas two of the three curricula gave heavier emphasis to inferential comprehension skills. (AA)

**ED 136 239** CS 003 297

Andersen, Oliver Pawlak, Casey

A Test to Evaluate Creative Reading of Fiction at the High School Level.

Pub Date Aug 76

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (6th, Singapore, August 17-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Creative Activities, \*Creative Reading, Creative Thinking, \*Fiction, \*Reading Tests, Secondary Education, Test Construction, Test Validity

Creative reading of fiction is defined in this paper as the unique addition by readers, in their imaginations, to the author's plot, setting, and characterization. The test for the creative reading of fiction, described in this paper, contains three parts (each an incomplete narrative) for determining how creatively readers can complete undeveloped details in print, develop narration in their imaginations after reaching a significant turning point in the plot, and interject themselves into the circumstances of the characters and the events in the narration. A total of 244 high school English students from four grade levels, who rated average and above average in intelligence and grade average, completed the test. The opinions of five judges (two psychology professors and three high school reading and literature specialists), the comparisons of test results with two of Torrance's tests of creativity,

and the reliability coefficient show the test to be a reasonably valid test of creative reading of fiction. (JM)

**ED 136 240** CS 003 298

Schnell, Thomas R.

Identifying the Basic Elements of Critical Reading.

Pub Date May 77

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Content Reading, \*Critical Reading, Critical Thinking, Higher Education, Literature Reviews, \*Reading Instruction, \*Reading Research, \*Reading Skills, Reading Tests, Secondary Education

A review of the professional and research literature suggests that definitions of critical reading remain tenuous and somewhat conflicting, largely because of the weakness in validity of current tests of critical reading. Ability to read or think critically appears to be closely related to general mental ability and may be dependent on literal reading ability. Specific instruction in various types of critical reading skills of college-age students does affect performance on critical reading tests, leading to the conclusion that critical reading is a skill which can be taught. Further, it is an important trait in those who may lead our society in the future. Given all the above, the next logical step is to develop ways and materials to aid in the teaching of critical reading skills. (Author/AA)

**ED 136 241** CS 003 299

Weaver, Phyllis A.

Component Skills in Reading Comprehension: An Investigation of the Effect of Sentence Organization Instruction.

Pub Date 77

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Education, Grade 3, Prose, Psycholinguistics, \*Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Research, \*Reading Skills, Sentences

Identifiers—\*Anagrams

Thirty-one third-grade students participated in an investigation of the possibility of training or improving intrasentence organizational skills in the context of a sentence anagram task. Sentence-anagram organizational training was conducted on an individual basis with the 16 students in the experimental group. A sentence-anagram posttest was used to measure the effects of training. Results for both the number correct and the number of seconds per item favored the experimental group and the above average readers. Effects of sentence training on reading comprehension were assessed using posttest results of four reading comprehension tests. Results from multivariate analysis of variance showed significant differences favoring the experimental group and the above average readers. Results from a follow-the-dots test, given as a pretest and a posttest to assess the effects of novelty on group performance, showed no significant differences between experimental and control or between average and above average readers. The results were interpreted as supporting the usefulness of the sentence-anagram task and the word-grouping strategy underlying it for training in organizational skills and for improving reading comprehension. (AA)

**ED 136 242** CS 003 300

Baldwin, R. Scott

Psycholinguistic Strategies as a Factor in Estimating the Readability of Written Texts.

Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Connected Discourse, \*Context Clues, Grade 3, \*Miscue Analysis, Oral Reading, Primary Education, Psycholinguistics, \*Readability, Reading Comprehension, \*Reading Research, Silent Reading, \*Syntax

Fifty-six third graders were randomly assigned to two treatment groups, in a study of the relationship between clause structure and the readability of written texts. The treatment groups read sets of passages which were identical except for

certain word-order modifications. The dependent variables were silent- and oral-reading comprehension, rate of oral reading, and number of intonation miscues generated at clause boundaries. Treatment groups differed at the .01 level in silent-reading comprehension and number of intonation miscues; no significant differences were obtained for rate or comprehension during oral reading. Specific clause-analysis strategies derived from speech perception theory were proposed, to account for the experimental effects. It was concluded that clause-analysis strategies should be a factor in explaining the syntactic complexity of written materials. (Author/AA)

**ED 136 243** CS 003 301

Olshavsky, Jill Edwards

Differences in Reading Strategies between Good and Poor Readers.

Pub Date 76

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Context Clues, Grade 10, Language Styles, Literature Appreciation, \*Problem Solving, \*Reading Comprehension, Reading Difficulty, \*Reading Interests, \*Reading Processes, \*Reading Research, Secondary Education, Theories

Responses and strategies used by good and poor readers are compared in their reading of material which varied in writing style and interest. Twenty-four tenth-grade subjects described their thoughts and behavior during silent reading. From the protocols, 13 types of reader responses were identified and organized into a taxonomy of word-, clause-, and story-level responses. Nine strategies were found. Readers identified two subproblems (failure to understand words and failure to understand clauses), two problem-solving strategies (use of context and use of re-reading), and five general comprehension strategies (synonym substitution, inferences, hypotheses, addition of information, and information from the story). Significant differences in use of strategies were found between proficient and non-proficient readers, between readers with high and low interest in their story, and between the two writing styles. Implications for a theory of reading as problem-solving, for teaching strategies, and for a case study approach to reading research are discussed. (Author/AA)

**ED 136 244** CS 003 303

Donovan, Margaret A.

The Relationship between Early Assessment and Adjusted Instructional Strategies in Reading for High Risk Learners.

Pub Date 76

Note—40p.; Paper presented at the Annual Meeting of the International Reading Association Far West Regional Conference (4th, Honolulu, July 29-31, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Beginning Reading, Diagnostic Tests, \*Kindergarten Children, \*Literature Reviews, Primary Education, \*Reading Achievement, \*Reading Difficulty, \*Reading Readiness, \*Reading Readiness Tests, Teaching Methods

This review of the literature on kindergarten assessment and its relationship to primary reading achievement is divided into the following sections: (1) studies which support early assessment; (2) studies which suggest the use of a battery over a single readiness test; (3) studies which utilize assessment data for treatment purposes; (4) studies which relate to the modality concept; and (5) studies which suggest a developmental sequence in the areas of perception and cognition. Research findings on the correlation of readiness test scores with primary reading achievement clearly indicate that early assessment should be a functional reality in every school district. Studies have shown the superiority of the battery over the single test for identification of high-risk learners. Research findings on specific methods and strategies for use with high-risk pupils are inconclusive. It is suggested that at the end of first grade, pupils whose preferred modality is congruent with the primary instructional strategy of the initial reading program will achieve higher than pupils whose preferred modality is not congruent with the primary instructional strategy of the initial reading program. (LL)

## ED 136 245 CS 003 305

Berger, Allen Andolina, Charlene  
How Administrators Make Decisions About Reading and Other Language Arts in Schools Throughout the United States.  
Pittsburgh Univ., Pa. School of Education.  
Pub Date 76  
Grant—RG-01031272

Note—13p.; Unpublished report prepared at the University of Pittsburgh

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.  
Descriptors—\*Administrator Role, \*Decision Making, \*Educational Practice, \*Educational Research, Elementary Secondary Education, Information Sources, \*Information Utilization, Instructional Innovation, \*Language Arts

In order to assess the role that research plays in educational decision making and to evaluate the ways in which administrators learn about the educational practices which find their way into schools, a four-page questionnaire was sent to the superintendents of 1000 school districts throughout the United States. Superintendents were asked to enhance the researchers' understanding of instructional changes in reading and the other language arts by detailing sources of information about educational practices and by explaining the degree of their familiarity with and implementation of educational practices. Data indicated that the information sources used by educational decision makers were, in order of their importance: journals, periodicals, and bulletins; school or district inservice education; course work and textbooks; informal meetings; conference proceedings; and the Educational Resources Information Center (ERIC). Findings indicate that many schools in remote parts of the nation are engaged in educational innovation. Location, therefore, does not play a large part in the research/practice relationship. What does seem to make a difference in decision making is the presence and concern of one or two key people—teachers or administrators. (KS)

## ED 136 246 CS 003 306

Sullivan, Rita J.  
A Comparison of Results Obtained Using the Cloze Procedure With Readability Levels Using the Dale-Chall Formula on Selected University Textbooks.  
Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (26th, Atlanta, Georgia, December 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cloze Procedure, College Freshmen, \*Content Reading, Higher Education, \*Readability, Reading Difficulty, \*Reading Level, \*Reading Research, \*Textbook Research

Two college freshman required texts were chosen for analysis of readability and of cloze performance on selected passages. One cloze passage was administered to each of 218 students enrolled in General Psychology and Principles of Biology courses. Dale-Chall readability levels were separately calculated for the same passages. Reading levels of the selected textbooks ranged from fifth/sixth grade to college graduate level. Results of the cloze tests indicated that the majority of the passages selected could be read by students at the instructional level, although only 22% for one text and 42% for the other could be read at the independent reading level, which is usually required. (AA)

## ED 136 247 CS 003 307

Bruning, Roger H. And Others  
Memory by Ear and by Eye: Relationships to Reading Achievement.  
Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Auditory Perception, Cognitive Processes, Failure Factors, Intermediate Grades, \*Memory, \*Reading Difficulty, \*Reading Processes, \*Reading Research, Success Factors, \*Visual Perception

In two experiments, visual and auditory memory were tested for good and for poor readers from the upper elementary grades. Under experimenter-blind conditions, no reading group differences existed for single-mode presentation in recognition frequency or recognition latency. With a multimodal presentation, latencies for

poor readers were similar to those for the single-mode presentation. Good readers, however, had significantly faster latencies with multiple input. Generally, results supported dual encoding and self-terminating memory search hypotheses for previously encoded stimuli. Implications of the latency differences between reader groups are discussed with respect to the reading process and reading theory. (Author)

## ED 136 248 CS 003 308

Allington, Richard L. Strange, Michael  
Effects of Grapheme Substitutions in Connected Text Upon Reading Behaviors.  
Pub Date 77

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Context Clues, \*Decoding (Reading), Failure Factors, Intermediate Grades, \*Miscue Analysis, Oral Reading, \*Reading Difficulty, \*Reading Processes, \*Reading Research, Semantics, Success Factors, Syntax, Word Recognition

It has been suggested that good readers make better use of semantic/syntactic information and use relatively less graphic information than do poor readers. To test these hypotheses, minor visual alterations were inserted in words in connected text. Fifteen good and 15 poor readers at the fourth-grade level read two of the altered passages orally. Results indicated that the good readers read at a faster rate and made fewer miscalls in overall word identification than did the poor readers. However, there were no differences in the ratio of textually acceptable miscalls, and poor readers' responses to altered words seemed less bound to graphic cues than did those of the good readers. These comparisons do not support the initial hypotheses. (Author/AA)

## ED 136 249 CS 003 309

McPhail, Irving P.  
A Study of Response to Literature across Three Social Interaction Patterns: A Directional Effort.  
Pub Date May 77

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Black Dialects, Elementary Education, Grade 3, Interaction, \*Language Arts, \*Language Research, \*Language Usage, Language Variation, Literature, \*Social Relations, Social Structure, \*Student Teacher Relationship, Verbal Communication

This study investigated verbal behavior of five third-grade children representing three cultural groups: Afro-American, Afro-Caribbean, and white. Ten sessions involving various language arts activities were tape recorded over a five-week period; session 7 was also videotaped. Sessions 3 to 10 involved group interaction across three interaction patterns: adult-dominated, peer-dominated, and adult-balanced. Results indicated that children produced more complex speech when allowed to interact with each other, free of the dominance of an adult; that no particular type of culture was better able to deal with the language experiences than any other; that the presence of an adult in an autocratic role influenced the production of standard English constructions over black English vernacular; and that the black children were comfortable with standard English forms, although they tended to speak black English vernacular with white as well as with black children. (Author/AA)

## ED 136 250 CS 003 310

Leeds, Bette G.  
Kindergarten Children And The Influence Of Letter Shapes And Meaningfulness Of Vocabulary As Factors Influencing Word Recognition.  
Pub Date 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Kindergarten Children, \*Letters (Alphabet), Primary Education, \*Reading Readiness, Reading Research, \*Sight Method, Visual Discrimination, \*Word Recognition

The purpose of this investigation was to study the effect of controlling the letters used in words both for a training program designed to improve visual discrimination and for a word recognition

task. The experiment was designed to investigate the influence of simultaneous and successive discrimination learning with stimuli which varied in stimulus similarity. Words were controlled for meaningfulness to explore whether familiarity with a word will lessen the possible effect that confusable letters may have on the perception of a word. Four types of distractor errors appeared in the words used with matching procedures in order to gain information about the cues which children use to match words. Subjects for the study were 120 kindergartners, ranked according to reading readiness test scores and labeled as low, middle, and high. Each subject was taught six meaningful and six nonmeaningful words in two separate sessions. The results indicated, among other things, that the choice of matching procedures influenced word matching scores without consideration of the letter confusability factor. Simultaneous procedures with nonmeaningful words were superior to successive for the low, middle, and high reading readiness groups. Simultaneous matching with meaningful words was better only for the low reading readiness group. (LL)

## ED 136 251 CS 003 311

Annis, Linda Davis, J. Kent  
The Effect of Preferred or Nonpreferred Method of Study, Various Study Techniques, and Cognitive Style on Recall and Recognition.  
Pub Date 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cognitive Style, Higher Education, \*Learning Processes, Memory, Prose, \*Reading Research, \*Recall (Psychological), Review (Examination), \*Study Skills

Field-independent and field-dependent college students studied a 1525-word article under a preferred or nonpreferred study condition (read only, underline, or note taking). Half of the subjects reviewed the material prior to an examination and half did not. Results indicated that field-independent subjects who used a nonpreferred study technique and reviewed generally produced the best recall and recognition scores, while field-dependent subjects performed better when using a preferred study technique and no review. The findings are discussed in terms of practical suggestions for students as well as implications for further research. (Author)

## ED 136 252 CS 003 312

Marable, June Morehead  
Alpha Kappa Alpha Sorority's Reading Improvement Program for Minorities.  
Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Guidelines, Minority Group Children, Program Development, \*Reading Improvement, \*Reading Programs, \*Reading Skills, \*Tutorial Programs, Tutoring

Identifiers—\*Alpha Kappa Alpha

This document discusses the founding and establishment of Alpha Kappa Alpha Sorority's reading experience pilot project. The efforts of this project were aligned with those of Right to Read and Reading Is Fundamental (RIF). Because of the response from parents and children, plans are being made to increase present operations within the next several years. It is hoped that the pilot project will be expanded to a full-scale national effort involving approximately 500 chapters and, potentially, 70,000 members who could assist in upgrading the reading skills of minority students on a tutorial basis. Suggested activities for other organizations to assist in meeting the educational needs of minority children are listed. The appendix includes AKA guidelines for individual tutors, guidelines for setting up a tutorial program, and a list of resources. (LL)

## ED 136 253 CS 003 313

Tenenbaum, Arlene Bonnie  
Task-Dependency in Comprehension of Prose.  
Pub Date 77

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.



**Descriptors**—\*Learning Processes, Memory, Organization, \*Performance Factors, \*Prose, \*Reading Comprehension, \*Reading Research, \*Recall (Psychological), Retention, Secondary Education

The effect of variations in the organization of information and in contextual features upon comprehension of prose was tested using four tasks. Organization was varied to contrast hierarchical information structures and list information structures, and to test the effect of linking the structural components of the passage into a conceptual framework. Contextual variables which were investigated included length, content (abstract or concrete), amount of time for reading, reading achievement, sex, and previous knowledge about passage content. The four comprehension tasks were immediate free recall, recognition of a factual detail, recognition of the main idea, and recognition of an inference. A fractional design for 32 high school students was used to investigate the organizational and contextual variables within a single experiment. The results suggested that different dimensions of organization and context may affect performance on the four tasks. (AA)

**ED 136 254** CS 203 195

Wilson, Raymond J., III

**Literary Critic: The Detective Not the Judge.**

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (18th, St. Louis, Missouri, November 4-6, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Content Analysis, Critical Reading, Fiction, Literary Analysis, \*Literary Criticism, \*Literature Appreciation

The literary critic should be both a good detective and a naive observer in finding out what is going on in a literary work and passing on that knowledge to those wishing to use it in furthering their reading pleasure. Rather than formulating value judgments about a piece of literature, critics must use their experiences to illuminate important literary clues for the benefit of the reading public. But they must also remain free enough from expectations to be able to detect clues from a fresh viewpoint. Literary criticism free from preconceptions may be understood by imagining the way a visitor from Mars might view the story of Little Red Riding Hood, asking various questions about details in the story. In addition, "Martian thinking" can help to explain the use of coincidence in fiction, such as in works of Charles Dickens, for whom coincidence was a way of life. (JM)

**ED 136 255** CS 203 199

Olson, David R. Nickerson, Nancy

**Language Development through the School Years: Learning to Confine Interpretation to the Information in the Text.**

Pub Date Mar 77

Note—28p.; Paper presented at the Conference on Text, Context and Message for The Ontario Institute for Studies in Education (March 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Cognitive Development, \*Cognitive Processes, Elementary Education, \*Language Development, Language Research, Linguistic Theory, \*Literacy, Primary Education, School Role, \*Speech Communication, \*Written Language

The properties of written, textual language with which children deal in school can be distinguished from those of oral language by examining the manner in which interpersonal and logical functions are stressed and by assessing the degree to which interpretation is confined by meaning explicitly stated in textual matter. The developmental process whereby children acquire the skills necessary to understand written language occurs primarily during the school years and can tentatively be attributed to schooling itself. A review of theory and research in the area of language development suggests, then, that the ability to confine interpretation to information explicitly stated in texts and to derive logical conclusions from written materials is related largely to the development of literacy. (KS)

**ED 136 256** CS 203 216

Huck, Charlotte S.

**Beginnings and Becomings.**

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Composition (Literary), \*Educational Testing, \*Educational Theories, Elementary Education, English Instruction, Evaluation Needs, Learning Processes, \*Reading Instruction, \*Student Evaluation, \*Testing Problems

Traditionally, tests in the language arts have focused on the mechanical skills of reading, writing, and spelling. The problems which have arisen because of tests which measure reading and composing ability without ever requiring the child to actually read or compose have been compounded by teachers' tendencies to turn children away from books by giving them exercises in workbooks, by putting them in reading groups according to arbitrary ability levels, and by constantly testing them. A new movement in research, which concentrates on the process of children's learning rather than on the end-products of testing, can hopefully provide solutions to these problems. Advocates perceive the child not as an empty vessel waiting to be filled with knowledge, but as an active seeker and formulator of meaning. Miscue analysis, categorization of children's spelling errors, and interpretation of children's responses to literature are all techniques which stem from this conceptual framework. Teachers who have always taken their lessons from textbooks need to become sensitive to the learning potential in other than traditional educational experiences. (KS)

**ED 136 257** CS 203 218

Emig, Janet A. Parker, Robert P., Jr.

**Responding to Student Writing: Building a Theory of the Evaluating Process.**

Pub Date 76

Note—29p.; Report prepared at Rutgers, The State University

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Composition (Literary), \*Composition Skills (Literary), \*Educational Theories, \*Evaluation Criteria, \*Evaluation Needs, Higher Education, Interdisciplinary Approach, Secondary Education, \*Student Evaluation, Teacher Response

This paper presents a theory of individual differences in teachers' evaluation of student composition, which is based on the notion that certain formulations of writers in various disciplines—such as literary criticism, philosophy, and psychology—can provide a basis for understanding. Sources tapped include, among others, the following titles: Meyer Abrams' "The Mirror and the Lamp" (literary analysis), John Dewey's "Art as Experience" and Michael Polanyi's "The Tacit Dimension" (philosophy), George Kelley's "A Theory of Personality" (psychology), and Jean Piaget's "Structuralism" (interdisciplinary). A nine-item questionnaire is included that is designed to promote teachers' awareness of their values and attitudes which influence the evaluation of student writing. Teaching, particularly responding to student writing, is therefore viewed as dependent on the ability to respond to self, to others, and to natural and human-made phenomena. (KS)

**ED 136 258** CS 203 219

Parker, Robert P., Jr.

**Poetic Writing and Thinking.**

Pub Date 77

Note—17p.; Report prepared at Rutgers, The State University

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Creative Expression, \*Creative Thinking, \*Creative Writing, Expository Writing, Higher Education, Language, Learning Experience, \*Poetry, Secondary Education, \*Thought Processes

**Identifiers**—\*Poetic Thinking

Poetic writing involves thinking processes which are partially, and perhaps totally, different from the thinking processes involved in transactional writing and which are useful in learning across the entire range of organized knowledge, including the typical subjects in the school curriculum. This paper defines expressive, transactional, and poetic language and develops the theory that poetic and transactional writing, together, can provide individuals with a powerful range of life-long tools for learning. The paper lists nine hypotheses about the nature and uses of poetic thinking and presents and discusses in reference to these hypotheses a piece of writing by a 16-year-old girl. (JM)

**ED 136 259**

Arbur, Rosemarie

**Literary Foremothers Rediscovered: Knight, Fuller, Stanton, and Sojourner Truth.**

Pub Date Oct 76

Note—38p.; Paper presented at the 26th Annual Meeting of the New York State English Council, October 15-17, 1976

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*American Literature, \*Authors, Diaries, \*Eighteenth Century Literature, Essays, \*Females, Feminism, Literary Analysis, Literary Criticism, \*Nineteenth Century Literature, Speeches

**Identifiers**—Fuller (Margaret), Knight (Sarah Kemble), Stanton (Elizabeth Cady), Truth (Sojourner)

The literary works of four American women who lived before 1900 deserve to be introduced, if not reintroduced, to the study of literature in the United States, because of their literary merit, variety, and valuable contributions to American literary history. In a journal edited from a diary kept during a round-trip horseback journey from Boston to New York, Sarah Kemble Knight (1666-1727) wrote in the tradition of Puritan diarists, with a delightful sense of humor. The able literary critic, Margaret Fuller (1810-1850), composed distinctly original essays and literary reviews, while her contemporary, Elizabeth Cady Stanton (1815-1902), formulated many of the feminist principles which Susan B. Anthony (a close friend) and other feminists made famous, edited the "History of Woman Suffrage," and explained her radical feminism in an autobiography. In a speech delivered at an 1851 women's rights convention, Sojourner Truth (1797-1883) eloquently pointed out the flaws in the logic of preceding male speakers and persuasively argued for equal rights and privileges for women. In reading these and other works of American women, women may come to think of themselves as members of a full and equal half of the human species. (JM)

**ED 136 260** CS 203 230

Nilsen, Alleen Pace And Others

**Sexism and Language.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 77

Note—206p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 43733, \$5.50 member, \$5.95 non-member)

**EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.**

**Descriptors**—Childrens Books, Feminism, \*Language, \*Language Usage, Legislation, Linguistics, Literature, \*Sex Discrimination, \*Sex Stereotypes, \*Social Influences, Social Problems

This book contains the following essays regarding sexism and language: "Linguistic Sexism as a Social Issue," "Sexism as Shown through the English Vocabulary," "Sexism in the Language of Marriage," and "Sexism in Children's Books and Elementary Teaching Materials" by Alleen Pace Nilsen; "Gender-Marking in American English: Usage and Reference" by Julia P. Stanley; "Sexism in the Language of Legislatures and Courts" by Haig Bosmajian; "Sexism in the Language of Literature" and "Sexism in Dictionaries and Texts: Omissions and Commissions" by H. Lee Gershuny. The National Council of Teachers of English Guidelines for Nonsexist Use of Language are appended. (LL)

**ED 136 261** CS 203 231

Haack, Dennis G.

**Teaching about Survey Doublespeak.**

Pub Date 76

Note—38p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Communication Problems, \*English Instruction, Higher Education, \*Statistical Analysis, \*Statistics, \*Surveys

**Identifiers**—\*Doublespeak

Doublespeak—inflated, involved, and often deliberately ambiguous language—can occur in the interpretation of statistics when a "credible" statistic is misused, when an unsupported number is passed off as a credible statistic, or when the limitations of a statistic are not known. This paper, intended for English teachers who are con-

cerned with both verbal and nonverbal doublespeak, details the ways in which statistical doublespeak can occur in surveys, explains how surveys may be evaluated without getting into the strictly statistical aspects of their bases, and provides examples to aid students in a search for survey doublespeak. Special reference is made to terminology, poor preselection polls, and surveys and surveying procedures. (KS)

**ED 136 262** CS 203 233

Jamison, Angeline

**Teaching Afro-American Literature as a Revolutionary Force.**

Pub Date 76

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Black Culture, Black History, \*Black Literature, \*Black Studies, \*Cultural Awareness, Higher Education, Identification (Psychological), \*Literature Appreciation, \*Self Esteem

The study of Afro-American literature, a vast body of creative expression, can be a motivating force which leads black students to question, learn, and understand the history and culture of black people and, therefore, to understand themselves. This paper outlines and discusses several activities and intellectual exercises useful for promoting positive and progressive thinking in an Afro-American literature course. This course, following a chronological sequence (for example, the folk tradition, the slave narrative, and the Harlem Renaissance), would focus on representative authors and their works, the literary traditions, historical and cultural influences, and thematic and stylistic characteristics. The paper concludes that this course, in helping students to develop a philosophy of life which carries them beyond survival, must be viewed as a revolutionary force. (JM)

**ED 136 263** CS 203 236

Furner, Beatrice A.

**Creative Drama: A Program Rationale Via Participant Involvement.**

Pub Date 76

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Creative Dramatics, Drama, Elementary Education, \*Language Arts, \*Language Development, \*Participant Involvement, Program Design

The personal-growth model of the language arts, based on views expressed at the 1966 Dartmouth Seminar, emphasizes creative drama as important in contributing to children's language development. However, any increase in creative drama within language arts programs is jeopardized by current conditions, which include limited economic resources, teacher cutbacks, declining enrollments, the back-to-basics movement, and the movement to provide additional funding for the gifted (which might appropriate whatever dramatics effort does exist). This paper points out that proponents of creative dramatics need to understand and experience some of the uses of language which spontaneous drama permits, discusses a schema for varying styles of language, and examines the use of these styles in drama activity. The paper gives examples of participatory work in creative dramatics and states, in conclusion, that carefully controlled longitudinal research is needed to support the inclusion of creative drama in language arts programs. (JM)

**ED 136 264** CS 203 237

Farr, Beverly P.

**The Effect of Thematic Organizers on Comprehension.**

Pub Date [75]

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Advance Organizers, Language Research, \*Prose, \*Reading Comprehension, \*Reading Processes, \*Reading Research, Research Methodology, Secondary Education

High school juniors and seniors participated in three studies of the effects of a thematic organizer on passage comprehension. Comprehension was measured using a cloze procedure in the first study and using a passage-reproduction task

in the second and third studies. A thematic organizer (material presented to provide a context for the passage) was presented to the experimental groups before they read the passages; control groups were not given the thematic organizers. Inconsistent results were found between passages and between studies. This was interpreted as indicating that the type of material plays a major role in comprehension and in comprehension measures, limiting the generalizability of studies involving language samples. (Author/AA)

**ED 136 265** CS 203 238

Kay, Alan A.

**Student Journals and Literary Responses at the Community College Level.**

Pub Date [77]

Note—73p.; Report prepared at New York City Community College

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Community Colleges, \*Composition (Literary), \*Diaries, \*Evaluation Methods, Junior Colleges, \*Literature Appreciation, Role Perception, \*Self Expression, Teaching Techniques

Identifiers—\*Student Journals

This paper discusses the use of student journals in a community college literature course as a technique to analyze student responses to literary works. Journal statements collected from 26 students in two classes were evaluated and assigned to the following categories: self and society; class discussion and activity; class discussion, activity, and self; readings; readings and meaning; readings and self; and imaginative writing. Because the journals required regular, almost daily, writing, they encouraged responsibility, close reading of texts, and attentiveness in class discussion. In addition, entries revealed that the teacher's attitude and presentation of material, as well as comments written in the journals, helped students to define their personal and social roles. (Author/KS)

**ED 136 266** CS 203 239

Hornburger, Jane M.

**We, Too, Sang America: Blacks Contributed to America's Progress.**

Pub Date 76

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Black Achievement, \*Black History, Black Leadership, Black Literature, \*United States History

Blacks in the United States can relate to, and should participate in, the country's bicentennial celebration because of their many contributions to the country's growth and development. This paper briefly discusses the fact that blacks in this country have a long record of achievement, beginning before the Mayflower, and it outlines some of these achievements in the fields of exploration, invention, science and medicine, freedom, government, the military, and the arts—including literature. (JM)

**ED 136 267** CS 203 240

Lewis, J. Richard

**Nonsimulation Academic Games and the Teaching of Language Usage Skills.**

Pub Date [75]

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Capitalization (Alphabetic), \*Educational Games, Educational Research, \*English Instruction, Grade 8, Junior High Schools, \*Language Skills, Punctuation, Secondary Education, \*Teaching Techniques, \*Writing Skills

Identifiers—Teams Games Tournament

The effectiveness of certain nonsimulation academic games in a gaming system called Teams-Games-Tournaments (TGT) was investigated as a method of teaching the skills of capitalization and punctuation. A sample of 138 eighth-grade students participated in an 18-day experiment comparing three teaching methods: gaming, in which students were taught exclusively through gaming strategies using the TGT technique; combination, in which students were taught through a combination of conventional methods and gaming strategies using TGT; and control, in which students were taught through conventional methods. A posttreatment assessment measured capitalization and punctuation skills. Results indicated no significant differences among teaching methods in their effects on the

learning of these skills. This was interpreted as indicating that TGT is a viable alternative to traditional techniques. (Author/AA)

**ED 136 268** CS 203 241

Stanley, Julia P.

**The Lesbian Perspective: Pedagogy and the Structure of Human Knowledge.**

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 25-27, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cultural Factors, Females, \*Feminism, \*Homosexuality, Linguistics, Literary Perspective, Sex Discrimination, \*Social Values

Identifiers—\*Perspective

The lesbian's perspective, shaped by her experience as an outcast, enables her to shed dichotomies and discriminations learned in the classroom and to seek new ways of interpreting and expressing her perceptions of the world. This paper discusses the "lesbian perspective" from three angles: the unique attributes of the lesbian and her experience of the world, attributes shared by lesbians with other groups of people, and the problem of cultural values and those who subscribe to them. The paper also explores the fields of literary studies and linguistics, in relation to the lesbian perspective. (JM)

**ED 136 269** CS 203 242

Weiger, Myra

**Moral Judgment in Children: Their Responses to Children's Literature Examined Against Piaget's Stages of Moral Development.**

Pub Date [75]

Note—34p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Children's Literature, \*Developmental Stages, Educational Research, Elementary Education, Justice, \*Language Arts, \*Moral Development, \*Psychological Studies, Punishment

Identifiers—\*Piaget (Jean)

Three stories were presented via audiovisual media to each of three classes in grade two, three classes in grade four, and three in grade six. Children were interviewed individually after the presentations and were asked which misdeed in the stories was naughtiest, whether the punishment was fair, what punishment would be fair, and why. Results indicated a pattern of evolution from heteronomy to autonomy across the grade levels, substantiating Piaget's theory of moral development. However, all three grade levels were hampered by adult constraint. Second graders needed an atmosphere that would nurture spontaneous verbalizing and the expression of children's opinions. Fourth-graders, who had a cooperative attitude toward peers, indicated a need for equality in behavior between children and adults. Sixth graders lacked mutual respect between children and adults in the area of determining fair punishment; they needed practice in self-governance. (Author/AA)

**ED 136 270** CS 203 243

Berger, Gertrude Kachuck, Beatrice

**Sexism, Language and Social Change.**

Pub Date 76

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Change Strategies, \*Language, Language Role, \*Linguistic Theory, \*Sex Discrimination, \*Sex Stereotypes, \*Social Change, \*Standard Spoken Usage, Thought Processes

Identifiers—\*Sexist Language

The United States Department of Labor has revised the "Dictionary of Occupational Titles" in order to eliminate references to gender. Can language respond to official edicts, as well as to demands from feminists, and effect significant changes? This paper supports the position that language can and will change. The basis for such change depends on three aspects of linguistic theory: the structure of language, change processes, and the relationship between thought and language. (Author)

**ED 136 271** CS 203 244

Graves, Richard L.

**Rhetoric and Composition: A Sourcebook for Teachers.**

Pub Date 76

Note—341p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$6.95 paper)

**Document Not Available from EDRS.**

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), Elementary Secondary Education, \*English Instruction, Higher Education, Paragraph Composition, \*Rhetoric, Sentences

This volume is intended for practicing and prospective teachers at the elementary level through the graduate level who are involved in helping others learn how to write. The 35 articles collected here are organized according to the following section headings: "Introduction," "Motivating Student Writing," "A Reluctant Medium: The Sentence," "The Paragraph and Beyond," "The Pedagogy of Composition," and "The Uses of Classical Rhetoric." Authors include James R. Squire, Stephen Judy, A.M. Tibbets, Josephine Miles, Richard L. Graves, Barry Ulanov, and others. (KS)

**ED 136 272**

CS 203 245

Klinck, Carl F., Ed.

**Literary History of Canada: Canadian Literature in English. Second Edition, Volumes One, Two, and Three.**

Pub Date 76

Note—1,218p.

Available from—University of Toronto Press, 33 East Tupper St., Buffalo, New York 14203 (\$8.95 paper per volume)

**Document Not Available from EDRS.**

Descriptors—\*Canadian Literature, Eighteenth Century Literature, \*Literary Criticism, \*Literary History, Literary Influences, Nineteenth Century Literature, Seventeenth Century Literature, Twentieth Century Literature

These three volumes present a history of Canada in terms of writings significant in thought, form, and use of language and contribute to criticism by offering reasons for singling out those works regarded as best. The first two volumes are revisions of an earlier edition, while the third volume, devoted to the years 1960-1973, contains new material. All three volumes treat works generically classified as literature and works which have influenced literature or which have been significantly related to literature in their expression of the cultural life of Canada. Contents of the first two volumes are divided into four major parts: "new-found" lands (covering accounts in the Old World of voyages and explorations), the transplanting of traditions, the emergence of a tradition, and the realization of a tradition. Each volume has an index and sections on bibliography and notes. (JM)

**ED 136 273**

CS 203 247

Barron, Neil

**Anatomy of Wonder: Science Fiction.**

Pub Date 76

Note—413p.

Available from—R.R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 (\$14.95 cloth, \$8.95 paper)

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Awards, \*Bibliographies, Biographies, \*Books, Childrens Books, Instructional Aids, Library Collections, Literary Criticism, Periodicals, \*Science Fiction

This volume provides annotations, which include publishing and price information, as well as syntheses of content, of science fiction books and other works which concern science fiction or its instruction. Part one, "The Literature," contains detailed introductory comments and bibliographic citations relevant to each of the following periods: the early years of science fiction (until 1870), the Germanic era (1926-1937), and the modern period (1938-1975). A section devoted to juvenile science fiction is included. Part two, "Research Aids," provides listings of historical, critical, and biographical works; bibliographies, indexes, and teaching aids; magazine and book review indexes; periodicals; literary awards; and library collections of science fiction and fantasy. A core-collection checklist is also given, and a directory of publishers and author and title indexes complete the volume. (KS)

**ED 136 274**

CS 203 250

Siewig, John Warren

**Read to Write: Using Children's Literature as a Springboard to Writing.**

Pub Date 75

Note—247p.

Available from—Hawthorn Books, Inc., 260 Madison Avenue, New York, New York 10016 (\$9.95 cloth)

**Document Not Available from EDRS.**

Descriptors—\*Characterization, \*Childrens Literature, \*Composition (Literary), \*Composition Skills (Literary), \*Creative Writing, Elementary Education, \*English Instruction, Poetry, Teaching Techniques

This book describes a program designed to help children think about the writing process in order to express their ideas better in writing: to stimulate children's thought and to introduce them to forms of literature they might not ordinarily read, the teacher should read aloud to both primary and secondary level students at least 20 minutes every day. The program has been tested by teachers with the children in their classrooms, and samples of the children's writing illustrate the text. Topics of the chapters are children and writing, writing with and for the very young, characterization, description of settings, development of ideas about plot, using figurative language, poetry, and reshaping writing. A bibliography and an index conclude the book. (JM)

**ED 136 275**

CS 203 252

Silverman, Thalia Pappas

**Language Production as a Function of Social Distance.**

Pub Date [75]

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Black Dialects, Elementary Education, Language Research, \*Language Variation, \*Linguistic Performance, \*Social Differences, \*Social Factors, Socioeconomic Status, Speech Communication, \*Standard Spoken Usage

The need to find which social contexts elicit children's fullest language repertoire generated this study of the effects of three social distance variables on language production, as measured by mean length of communication unit, vocabulary diversity, and use of black English. The social distance variables investigated included race and sex of adult questioners, socioeconomic status of adult questioners, and socioeconomic status of subjects. The Semantic Differential Scale of Social Distance (SDSD), an original measurement instrument, was administered to 48 black, sixth-grade males from two socioeconomic groups. Later, subjects conversed on the topic of television with adult interviewers, of various sexes and races, to whom they were randomly assigned. A three-way interaction design accommodated the three social distance factors, and SDSD attitude scores were correlated with mean length of communication unit and use of black English. Subjects conversing with black adults were found to use black English to a greater degree. No other main effects or interaction effects were found to be significant. It was hypothesized that mean length of communication unit and vocabulary diversity were governed by the subjects' underlying linguistic patterns, whereas the use of black English was governed by social rules which promoted solidarity with the black interviewers. (Author/KS)

**ED 136 276**

CS 203 253

**Developing World and Mass Media.**

International Organization of Journalists, Prague (Czechoslovakia).

Pub Date 75

Note—128p.; Keynote papers presented at the International Scientific Conference of the International Association for Mass Communication Research (Leipzig, German Democratic Republic, September 17-20, 1974)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Cultural Factors, \*Developing Nations, International Education, \*Journalism, \*Mass Media, \*Media Research, Official Languages, Socioeconomic Influences, \*World Affairs

This volume presents six keynote papers submitted by noted scholars to the Working Group on Mass Media and Developing Nations at the International Scientific Conference of the International Association for Mass Communication Research held at Leipzig, Germany, in September 1974. The following titles are included: "Mass Media and Developing Nations: A Global Perspective of Mass Communication and Its Research" (Kaarle Nordenstreng), "The Press in

the Developing Countries of Asia and Africa: Its Social and Class Character and Function" (Azad Khadian Talivaya Ibragimov), "Mass Media in the Developing World: Four Conundrums" (John A. Lent), "Tasks and Problems of Mass Media in the Political, Ideological, Economic, and Cultural Process of Transformations in the Countries of Sub-Saharan Africa" (Werner Ullrich), "Communication Research in Latin America: The Blindfolded Inquiry?" (Luis Ramiro Baltran S.), and "The Formation and Development of National Languages and Their Importance for the Creation of Indigenous Mass Media in Africa" (Siegmund Brauner). (KS)

**ED 136 277**

CS 203 254

Smeyak, Paul G.

**Broadcast News Writing.**

Pub Date 77

Note—197p.

Available from—Grid, Inc., 4666 Indianola Avenue, Columbus, Ohio 43214 (\$9.50 paper)

**Document Not Available from EDRS.**

Descriptors—\*Broadcast Industry, \*Composition Skills (Literary), Ethics, Higher Education, Journalism, News Media, \*News Reporting, \*News Writing, \*Radio, \*Television

This book is designed to introduce the fundamentals of broadcast news writing. The first three chapters concern leads, organization of material, and grammar and style. Chapter four brings the news writer into contact with the technological and aesthetic demands of radio and discusses interviews, lead-ins, and tag lines. Chapter five deals with television news writing and the production process, which affects news content and story organization. Remaining chapters concern news judgments; news sources; news organization, formats, and formulas; and legal judgments of relevance in broadcasting. Appendixes include a glossary of terms, a discussion of common writing errors, the Radio Television News Directors Association Code of Broadcast News Ethics, the Radio Code and the Television Code (both published by the Code Authority of the National Association of Broadcasters), and a statement of principles of the bench, bar, and press of the state of Kansas. (KS)

**ED 136 278**

CS 203 255

Glowacki, Joseph W.

**Guidebook to School Publications Photography.**

National School Yearbook/Newspaper Association, Lubbock, Tex.

Pub Date 76

Note—48p.

Available from—NSY/NA Guidebooks, Texas Tech University, P.O. Box 4710, Lubbock, Texas 79409 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—Guides, High School Students, \*Photocomposition, \*Photographic Equipment, \*Photographs, \*Photography, Secondary Education, Special Effects, \*Student Publications

This guidebook for school publications photographers discusses both the self-image of the publications photographer and various aspects of photography, including components of the camera, shutter speed and action pictures, light meters, handling cameras, lenses, developing film, pushing film beyond the emulsion-speed rating recommended by the American Standards Association, printing, electronic flash, and composition. Also considered are special effects, telling the story through pictures, cropping photographs, and the school darkroom. A glossary of photography terms and a teacher's guide are included. (LL)

**ED 136 279**

CS 203 256

Denton, Mary Raye Howell, Leslie R., Ed.

**A Blueprint for Yearbooks Today.**

Pub Date 76

Note—131p.

Available from—Crescendo Publications, Inc., P.O. Box 28218, Dallas, Texas 75228 (\$4.95 paper)

**Document Not Available from EDRS.**

Descriptors—Design, Financial Support, \*Guidelines, Management, News Reporting, Photography, Secondary Education, \*Student Publications, \*Yearbooks

This guide provides an in-depth treatment of the various aspects of yearbook production. Sections include the following titles: "Organizing the Staff," "Organizing the Yearbook," "Covering the Year," "Reporting the Year," "Organizing



for Photography," "Creating Captions," "Writing Expressive Headlines," "A Basic Approach to Design That Communicates," "Design and Fitting," "Business Management," and "Raising Revenue to Finance the Book." Appendices provide a page-editor's checklist, a selected bibliography, a listing of scholarly press associations and summer workshops, addresses for major manufacturers of pressure-sensitive type, a description of copy-reading symbols, terminology, and credits and acknowledgments. (KS)

ED 136 280 CS 203 257

Klein, Marvin L.

Talk in the Language Arts Classroom.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 77

Contract—400-75-0029

Note—71p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 50047, \$2.95 non-member, \$2.75 member)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Child Language, Class Activities, Elementary Education, Language Arts, \*Language Development, Models, \*Speech, \*Speech Communication, Teacher Role, Teaching Techniques

Talk, the use of language to accomplish purposes of varying degrees of significance in the child's language development, is a learning activity, guided by a teacher and practiced by the child. The purpose of this book is to show how important this skill, talk, is to the child and to present ways in which teachers can stimulate children's talking skills in the classroom. Topics of chapters are the nature of talk, things people do with talk, things which impinge upon talk, a talk model for the language arts classroom, designing a talk environment, and roles for the language arts teacher to consider. A bibliography concludes the book. (JM)

ED 136 281 CS 203 258

Cowan, Gregory, Comp.

An Annotated List of Training Programs for Community College English Teachers: A CCCC (Conference on College Composition and Communication) Report.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Conference on Coll. Composition and Communication, Urbana, Ill.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Mar 77

Contract—400-75-0029

Note—65p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 01860, \$1.25)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Community Colleges, Directories, \*English Education, English Instruction, \*Graduate Study, Higher Education, \*Junior Colleges, \*Teacher Education, \*Teacher Programs

In the fall of 1974, a questionnaire concerning details of training programs for junior college English teachers was sent to all graduate departments which offer such programs. This report presents the responses to the questionnaire from 22 states and the District of Columbia, brought up to date as of spring 1976. The report will enable students to compare the offerings of different programs, while it provides community colleges with information for evaluating job seekers according to the emphases of the programs in which they trained. The questionnaire is appended. (JM)

ED 136 282 CS 203 259

St. Amant, Marjorie McGowan

Objective Evaluation of English Composition.

Pub Date 76

Note—212p.; Ph.D. Dissertation, The Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-28,832, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Achievement Rating, Behavioral Objectives, \*Composition (Literary), Doctoral Theses, \*Educational Research, \*Evaluation Methods, \*Grading, Higher Education, \*Measurement Instruments, Secondary Education

This study analyzed current practices in teacher evaluation of English composition and attempted to establish a "fairer and faster" way of accomplishing such evaluation. Data were collected from departments of freshman English in Louisiana state colleges and universities, in order to form the basis of evaluation checklists from which behavioral objectives could be defined. These objectives, synthesized into the St. Amant Key for Evaluation of English Composition, were designed to promote a clearer understanding of problems relating to grammar, time, reliability, behavioral processes, and psychological effects of traditional evaluation of composition. Classroom teachers of English at the secondary and college levels participated in the study. Although definitive answers were not found for all of the investigation's questions, it was concluded that an objective scoring key for compositions should include criteria such as those set forth in the St. Amant Key, that most aspects of composition defined by the key were amenable to objective measurement, that stylistic and qualitative elements were most resistant to objective measurement, and that the St. Amant Key minimized subjectivity in grading. (Author/KS)

ED 136 283 CS 203 260

Stoddard, Ted D.

Challenging the Great Punctuation Copout.

Pub Date Dec 76

Note—47p.; Paper presented at the Annual Meeting of the American Business Communication Association (41st, San Diego, December 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Business Communication, Business English, \*Composition Skills (Literary), \*Course Content, Evaluation Methods, Higher Education, \*Performance Based Education, \*Punctuation

Presented are the philosophy, suggestions, and materials that grew out of the development of a competency-based course on business writing; special emphasis is given to punctuation. Steps to consider for a successful course in business writing include diagnosis of students' initial levels of proficiency in punctuation, on a rule-by-rule basis; the prescription of learning activities that are related to rules; informal evaluation by the students themselves of performance on learning activities; the prescription of additional learning activities; formal diagnosis of proficiency; repetition of necessary steps; and continual reinforcement of rules throughout the course. Appended are the initial examination, answer sheet, scoring key, sheet used for student feedback in relation to students' performance on each of the 14 critical rules of punctuation, and a special handout given to students at the time they receive the feedback. (HOD)

ED 136 284 CS 203 261

Gilmore, Gene Root, Robert

Modern Newspaper Editing. Second Edition.

Pub Date 76

Note—383p.

Available from—Boyd & Fraser Publishing Company, 3627 Sacramento Street, San Francisco, California 94118 (\$12.95 cloth)

Document Not Available from EDRS.

Descriptors—\*Editing, Ethics, Higher Education, \*Journalism Education, Legal Problems, \*Newspapers, \*News Reporting, \*Publishing Industry

This volume explains recent technological changes in newspaper publication, comments on how the copy editor must adjust to facilitate these changes, and provides a discussion of some of the ethical and moral questions which every editor must face in appraising the news, in deciding what to print and what to feature, and in displaying material. The 19 chapters include "News Editing Today and Tomorrow," "Copy Editing Techniques," "Writing Headlines," "News Evaluation," "Printing: The Future is Here," "Picture Editing," "The Law and the Copy Editor," and "Ethics for Journalists." A list of tips for editors and a glossary are appended. (KS)

ED 136 285 CS 203 262

Hachten, William A., Comp.

Mass Communication in Africa: An Annotated Bibliography.

Wisconsin Univ., Madison.

Pub Date 71

Note—130p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*African Culture, \*Annotated Bibliographies, Bibliographies, Censorship, Freedom of Speech, Information Theory, Instructional Media, International Relations, Journalism, Journalism Education, \*Mass Media, Publicize, Radio, Telecommunication, Television

This bibliography lists and describes more than 500 works produced by American, European, and African scholars and writers, which concern African press, broadcasting, periodicals, film, and other facets of mass communication. Citations are organized under the following headings: "African Mass Communications in General," "African Politics, History, and Society," "Communication Theory and Method," "Newspapers: Under Colonial Rule or before 1960," "Newspapers: Since Independence or after 1960," "Radio Broadcasting," "Television," "Magazines, Rural Publications, etc.," "Press Freedom, Censorship, and Government Controls," "International News Flow and News Agencies," "Foreign Correspondents," "International Political Communication," "Training of Journalists," "Educational Media," "Satellites and Telecommunications," "Cinema," "Books," and "Advertising." Indexes of countries mentioned and of authors cited are included. (KS)

ED 136 286 CS 203 263

Arnold, Edmund C. Kriegbaum, Hillier

Handbook of Student Journalism: A Guide for Staff and Advisors.

Pub Date 76

Note—329p.

Available from—New York University Press, Washington Square, New York, New York 10003 (\$15.00 cloth)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, \*Journalism, \*Journalism Education, Periodicals, School Newspapers, Secondary Education, \*Student Publications, Yearbooks

Intended for student journalists and their advisers, this book surveys many aspects of scholastic and professional journalism: the nature and function of scholastic and professional journalism, the building of an effective staff, the language of the press, and the law and student journalists. Sections are also devoted to extensive discussion of the production of the school newspaper, the publishing of the school magazine, the role of broadcast journalism, the organization of the school yearbook, and the people in journalism—teachers, printers, and professional journalists. (KS)

ED 136 287 CS 203 264

Bruno, Sam J., Ed.

1776-1976: From Revolution to Revelation; Proceedings of the Southwest American Business Communication Association Spring Conference

(3rd, San Antonio, Texas, March 17-20, 1976).

Southwest American Business Communication Association.

Pub Date 76

Note—150p.; Some tables may be marginally legible due to small print size

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Business Communication, Communication (Thought Transfer), Conference Reports, Management, \*Nonverbal Communication, \*Organizational Communication, Research

The papers included in this document represent most of the papers presented at the 1976 conference of the Southwest American Business Communication Association and deal with various aspects of business communication. Topics of papers are nonverbal aspects of business communication; four problems relating to awareness of metacommunication in business correspondence; perceptions of group leaders' attitudes toward "self" and "others" nonverbal facial communicative behavior; effective corrective communication; conceptual fragmentation: a trend toward noncommunication; talking to ourselves; communication as a key to management by objectives; loss of an election due to communications failure; communicating with area newcomers; management-to-management communications; an experimental approach to teaching factors of leadership emergence, morale, and efficiency in small-group communication networks; conceptualizing

planned vs. unplanned communications; effectiveness of order of information in various business communication situations; and the effect of moral judgments on leadership styles. (JM)

**ED 136 288** CS 203 265

*Fiddler, Kathryn*

**GED: How to Prepare for the High School Equivalency Examination-TEST 1, The Writing Skills Test.**

Pub Date 76

Note—298p.

Available from—Henry Regnery Company, Publishers, 180 North Michigan Avenue, Chicago, Illinois 60601 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—\*Composition Skills (Literary), \*Equivalency Tests, Evaluation, Grammar, \*High School Equivalency Programs, Language Usage, Secondary Education, Sentence Structure, Spelling, \*Writing Exercises, \*Writing Skills

This book is designed to help individuals prepare for the Writing Skills Test, which is the first of five tests that make up the General Educational Development (GED) Test battery. The introduction offers a detailed description of the content, format, and scoring of the GED test, focusing on the Writing Skills Test, and a descriptive outline of the major elements of the Regnery GED program. A writing skills inventory contains questions similar to those on the actual GED test. Answers and explanations of the inventory, as well as a writing skills evaluation chart, are included in this section. The grammar and usage section examines different kinds of sentences, uses of problems with nouns, problems with verbs, subject and verb agreement, pronouns, adjectives and adverbs, sentence structure, punctuation, capitalization, style and diction, logic and organization, and spelling. Review tests and evaluation charts are included for all aspects of grammar and usage. (LL)

**ED 136 289** CS 203 266

*Coughlan, Margaret N., Comp.*

**Folklore from Africa to the United States: An Annotated Bibliography.**

Library of Congress, Washington, D.C.

Pub Date 76

Note—162p.; All illustrations have been deleted due to copyright restrictions

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 030-001-00066-4, \$4.50)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*African Culture, \*African Literature, \*Annotated Bibliographies, Anthropology, \*Childrens Books, \*Folk Culture, \*Folklore Books

The purpose of this selective, annotated bibliography is to reveal original sources of African tales and to trace their relationship to stories carried to the West Indies and the American South. The works cited are available in the collections of the Library of Congress. In addition to collections of folklore, a few linguistic, ethnological, and anthropological studies and some travel accounts and government reports containing tales are included. The collections and studies are divided into the following categories: sub-Saharan Africa, West Africa, Southern Africa, Central Africa, East Africa, the West Indies, and the United States. Each of these sections includes studies and collections for adults and collections for children. (LL)

**ED 136 290** CS 203 267

*Otto, Don H.*

**Unconventional Internships for English Majors.**

Pub Date 76

Note—12p.; Paper presented at the 1976 Annual Meeting of the Modern Language Association

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Business, \*Career Education, Career Opportunities, Educational Philosophy, \*English Programs, Government (Administrative Body), Higher Education, \*Internship Programs, \*Program Descriptions, Student Evaluation

After five years of research, the English department at St. Cloud (Minnesota) State University created an internship program for English majors. The philosophy behind the program is that the typical experience of the English major in college is excellent preparation for what the college grad-

uate will be doing in most careers in business, government, and paragonovernmental organizations. The problem facing the university is to develop strategies that will give graduates the chance to enter those vocations for which they are qualified. This paper explains how the internship program works, describes the experiences of two interns, and discusses the characteristics of businesses that are the best sources of internships. (LJR)

**ED 136 291** CS 203 268

*Merrill, Celia*

**Contrastive Analysis and Chicano Compositions.**

Pub Date [76]

Note—19p.; Paper presented at the Conference on College English and the Mexican-American (January 22-24, 1976); Not available in hard copy due to print quality of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Freshmen, \*Comparative Analysis, \*Composition Skills (Literary), Contrastive Linguistics, \*English Instruction, Higher Education, \*Mexican Americans, \*Non-standard Dialects, Spanish Speaking, \*Standard Spoken Usage

This paper examines the written English of Chicano freshman composition students and presents a contrastive analysis of the written English of the hypothetical college freshman, which approximates "standard" English, and the written English of 93 Chicano freshmen. Discussion focuses on various linguistic differences, classified in the following groups: prepositions, articles, conjunctions, adjectives, nouns and pronouns, verbs, possessives, noun complements, plural words, number agreement, idiom, diction, morphology, and syntax. The paper concludes that many of the differences in English usage are not errors in language comprehension; teachers should help Chicano students realize that standard English need not entirely replace their dialect but that using standard English may prove helpful in situations other than freshman English class; and teachers and English departments should seriously question the goals and methods of freshman English courses. (JM)

**ED 136 292** CS 203 270

*Romatowski, Jane A. Mayes, Alvin*

**Chance Dance: An Experience in Language and Dance.**

Pub Date 76

Note—12p.; Report prepared at the University of Michigan-Dearborn, Division of Urban Education

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Creative Writing, \*Dance, Higher Education, \*Learning Activities, Secondary Education, \*Speech Communication, Teaching Techniques

"Chance Dance" is a success-oriented learning technique which gives students an opportunity to explore a word or a concept through oral expression, dance, and creative writing. This is done by first eliciting from the group all possible verbal associations for a selected word or concept and then, in smaller groups, choreographing some of these verbal associations for presentation within a dance sequence for the whole group. The dance sequence is followed by an in-depth discussion, a creative writing opportunity, and sharing of the individual's writing with the whole group. (JM)

**ED 136 293** CS 203 272

*Folsom, Jack*

**Montana English Teacher Preparation and Needs: Survey and Action, 1973-1977.**

Pub Date 76

Note—7p.; Report prepared at Montana State University

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*English Programs, Higher Education, \*Needs Assessment, \*Secondary School Teachers, Surveys, \*Teacher Attitudes, \*Teacher Education, Teacher Education Curriculum

Identifiers—Montana

In the fall of 1973, the Montana Association of Teachers of English surveyed 750 junior and senior high school English teachers in Montana, to gather information about their current teaching assignments, their preparation to teach, their current needs for teaching, and the priorities they saw for services or programs in the state university system. Almost half of the teachers

responded. A second survey of needs, conducted in the fall of 1976, confirmed and updated the findings of the first survey. Both surveys led to the conclusion that college English programs generally seem to have disregarded actual teaching needs, and teachers seem not to have been trained to relate, adapt, or integrate the disparate materials and ideas they encountered in their course work. Among the needs most frequently mentioned by teachers who responded to the surveys were better workshops, new materials (primarily in the areas of composition and reading), extension courses for graduate credit, realistic summer course offerings, better internships and methods programs, media courses, and professors who know the school situation. (LJR)

**ED 136 294** CS 203 273

*Agee, Hugh*

**Censorship and the Teaching of English in the Two-Year College.**

Pub Date 77

Note—22p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (12th, Colonial Williamsburg, Va., February 17-19, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Freedom, Books, \*Censorship, Community Colleges, Course Descriptions, \*English Instruction, \*Freedom of Speech, Guidelines, Junior Colleges, \*School Community Relationship

This paper defines censorship, provides a brief historical review of book censorship throughout history, and delineates the issues and problems involved in establishing an effective relationship between school and community with regard to book selection and evaluation. Guidelines, designed to prevent censorship crises before they occur, are presented for use by community college teachers and administrators. The paper also describes a course devoted to the study of academic freedom and censorship, which can provide an opportunity for students to examine the nature and function of language, to explore the semantic problems of definitions, and to look carefully at the total communication problem. Literature recommended for this course includes such works as Ray Bradbury's "Fahrenheit 451," George Orwell's "1984," and John Milton's "Areopagitica." A citizen's request form for reevaluation of books is provided. (KS)

**ED 136 295** CS 203 275

*Beutler, Suzanne A.*

**Practicing Language Arts Skills Using Drama.**

Pub Date [76]

Note—8p.; Report prepared at Bryant Community School, Ann Arbor, Michigan

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Affective Behavior, Cognitive Processes, \*Communication Skills, \*Drama, \*Dramatics, Elementary Education, English Instruction, Interpersonal Competence, \*Language Arts, \*Skill Development

This paper attempts to show a one-to-one relationship between the various activities involved in dramatic interpretation and specific language arts skills: reading, writing, speaking, and listening. The skills listed in this model reflect both the cognitive and the affective domains and include concentration, perception, factual recall, classification, summary, translation, application, analysis, synthesis, evaluation, enjoyment of literature, group problem solving, confidence, and empathy. A brief description is provided of the specific correspondences between language arts experiences and dramatic activities which concern these skills. (KS)

**ED 136 296** CS 203 280

*Gentry, Carolyn S., Comp.*

**Photojournalism.**

Florida Times - Union/Jacksonville Journal, Fla.

Pub Date 76

Note—39p.; Some photographs may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Communication Skills, Early Reading, Elementary Secondary Education, \*Journalism, \*Learning Activities, Manuals, Mass Media, \*Photographs, \*Photography, Teaching Techniques, Visual Literacy

The purpose of this manual is to show teachers a variety of creative ways to capitalize on the high interest value of photographs for communi-

cation skills. The first section of this volume contains sketches to motivate deeper study of photojournalism: "Development of Photojournalism," "Time to Remember: Matthew B. Brady," "Dates in the History of the Illustrated Press," "How Do You Get To Be a Press Photographer," "Press Photography by Lou Egnor," "Morabito Snaps a Pulitzer with 'Kiss of Life' Photo," "How Are News Pictures Printed?" and "Some Photojournalism Terms." The second section provides a collection of classroom activities spanning various levels of instruction. Early reading and writing activities and exercises to develop skills in visual discrimination for mass media classes are included, in addition to descriptions of creative experiences and lists of research topics, projects involving pictures, and resources. (KS)

**ED 136 297** CS 203 283

Naugle, Helen H.

**Impact of the Regents' Examination.**  
Pub Date 77

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (28th, Kansas City, Missouri, March 31-April 2, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Composition (Literary), \*Educational Testing, \*English Education, \*Evaluation Methods, Higher Education, \*Standardized Tests, \*State Standards

Identifiers—Georgia, \*Regents Examinations

This paper describes the impact of the Regents' Test, an examination which all Georgia college students must pass before they receive their diplomas. The examination is designed to assess writing ability; some of the factors evaluated are adequate paragraph development, logic, effective and varied sentence structure, and precise diction. Procedures used to administer and grade the test are described. Beneficial results of the statewide standard include clearer delineation of teaching responsibilities, better organization of instructional practices, better student writing, improvement in educational accountability, and a greater degree of literacy. More equivocal results of testing include concerned faculty hiring practices, emphasis on mechanical rather than creative expression, and changes in grading practices and curriculum design as a result of the omnipresence of the testing requirement. (KS)

**ED 136 298** CS 203 284

Kirby, Dan R.

**Affective Strategies in the Methods Class: Basic Horticulture and the Growing of a Teacher.**

Pub Date Mar 77

Note—11p.; Paper presented at the Annual Meeting of the Conference on English Education (15th, Knoxville, Tennessee, March 24-26, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Affective Objectives, \*Diaries, Effective Teaching, \*English Education, Group Experience, Higher Education, \*Methods Courses, Self Evaluation, \*Student Development, Teaching Techniques

Identifiers—Student Journals

The English methods class should become a supportive group which encourages the introduction of real feelings, thoughts, and experiences into the learning process. Once a base of common personal experiences is established, direction can be focused inward through the use of the journal. Journal entries can provide a forum for the expression of students' reactions to reading, to classroom experiences, and to other experiences. The methods class, in short, becomes a model for the kind of cooperation and self-awareness which is essential to good teaching. (KS)

**ED 136 299** CS 203 285

Woodbury, Dorothy Jean

**A Hierarchy of Empathy Applied to Child and Adult Response to Filmed Literature.**

Pub Date 76

Note—33p.; Report prepared at the University of Washington

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Child Development, \*Developmental Stages, Elementary Secondary Education, \*Empathy, \*Films, \*Media Research, Preschool Education

Identifiers—Audience Response

A search of the philosophical, psychological, and experimental literature resulted in an operational definition of empathy, "A Hierarchy of

Empathy." In a three age-level study employing an instrument derived from "A Hierarchy of Empathy," creative dramatic and discussion responses to a film of a Northwest American Indian legend were videotaped. Three judges recorded the stages of empathic response of preschoolers, fifth/sixth graders, and adults from the videotaped protocols. Results, displayed in visual form, lend general support to the developmental and hierarchical hypotheses. Theoretical, practical, and research implications of the study center on refining the operational definition of empathy, relating empathic development to moral development, and training children to recognize and employ empathic behavior. (Author/AA)

**ED 136 300** CS 203 286

McAfee, Judith

**The English Skills Program; Teacher's Manual.**

Newburgh Free Academy, N.Y.

Pub Date [76]

Note—72p.; Some pages may be marginally legible due to print quality of original document

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Basic Skills, Communication Skills, Diagnostic Teaching, \*English Instruction, \*Individualized Programs, \*Language Arts, Program Descriptions, \*Remedial Instruction, Remedial Reading, Secondary Education

This manual describes an English skills program which provided individualized basic skills instruction to 280 low-achieving high school students. English teachers and reading teachers worked together in the English classroom to meet the needs of students whom guidance counselors had determined, through achievement test scores, IQ, classroom performance, and teacher recommendations, to be in need of special assistance. In the skills class, each student was given diagnostic testing, basic skills instruction, and a prescriptive program of remediation. Students remained in the program until they reached the potential level needed for achievement in traditional English classes or until they graduated from high school. (KS)

**ED 136 301** CS 203 290

Marzano, Robert J. DiStefano, Philip

**Literary Characteristics Which Constitute "Quality" in the Junior Novel: An Empirical Approach.**

Pub Date [76]

Note—15p.; Unpublished report prepared at the University of Colorado

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adolescent Literature, \*English Instruction, \*Literary Discrimination, \*Literary Styles, \*Literature Appreciation, \*Reading Research, Secondary Education

To investigate the attributes associated with "quality," ten junior novels were rated by eleven raters for theme, characterization, plot, structure, style, setting, literary devices, readability, within-sentence modification, between-sentence modification, and overall quality. Results of factor and regression analyses indicated that quality in a junior novel is basically a function of the author's style, plot, structure, setting, and theme. Characterization, literary devices, and within- and between-sentence modification were not so strongly associated with differences in overall quality. (AA)

**ED 136 302** CS 203 296

Elkins, Charles

**The Social Functions of Science Fiction: Some Notes on Methodology.**

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the Modern Language Association, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Futures (of Society), Literary Analysis, Middle Class Values, Political Attitudes, \*Science Fiction, \*Social Influences, \*Social Structure, \*Social Values, Theories

The major function of science fiction writers is to describe the nature of and to find resolutions for the role conflicts which confront their social group as it moves into the future. Most science fiction performs what is best described as a "magical" function. The conscious exploration of the meaning of various social roles is seldom attempted; neither is there any real critical examination of the means-ends relationship in characters' actions. Expression in science fiction can be perceived within the context of a specific social formation with its attendant superstructure.

The hierarchy established by this value system reflects a social order which is fundamentally bourgeois in nature. (KS)

**ED 136 303** CS 203 297

Bloom, Lynn Z.

**Writers on Writers: Literary Biography, A Distinctive Genre.**

Pub Date 76

Note—9p.; Paper presented at the Annual Meeting of the Modern Language Association, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Authors, \*Biographies, Composition (Literary), Literary Criticism, \*Literary Genres, Literary History

This essay identifies and illustrates a number of significant features that, in combination, make literary biography a distinct and recognizable genre. Among these are considerations of the various aspects of the composition of literary works, such as sources of inspiration, authors' motives and methods in transforming life into art, and similarities and discrepancies between fact and fiction. Literary biographers relate literary criticism to their subject's life in diverse ways—sometimes for exegesis, sometimes to show the style of a literary mind or personality, and sometimes to find analogues between lives and works. Literary biography also shows the author's art in the perspective of his or her lifetime, illustrating the mechanical aspects of composition and, less often, the creative aspects. Finally, literary temperament, the placement of the author and the author's works in historical and intellectual milieus, and the provision of the particulars of publication and bibliography are also goals of the literary biographer. (KS)

**ED 136 304** CS 203 298

Stevenson, Dwight W.

**Toward a Rhetoric of Scientific and Technical Discourse.**

Pub Date Dec 76

Note—11p.; Paper presented at the Annual Meeting of the Modern Language Association, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Discourse Analysis, Higher Education, \*Language Research, Literary Styles, Manuals, Research Needs, \*Rhetoric, Scientific Attitudes, \*Scientific Enterprise, \*Scientific Methodology, \*Technical Writing, Visual Literacy

Surprisingly little work has been done to develop a valid rhetoric of scientific and technical discourse. What little work has been done has not kept pace with the changing needs of scientific and technical disciplines. Research is needed, specifically, on the rhetoric of technology assessment, on visual communication, and on technical manuals. This research should focus on the basic and conceptual issues of rhetoric rather than on the issue that has traditionally preoccupied those involved in technical writing—style. Such research would be a major humanistic contribution in the best tradition of rhetoric. (Author/KS)

**ED 136 305** CS 203 299

Bierly, Margaret M.

**A Developmental Study of the Influence of Semantic and Phonological Variables on Linguistic Comprehension.**

Pub Date 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Child Development, Child Language, \*Comprehension, Context Clues, Elementary Education, \*Language Development, Language Research, \*Phonology, Preschool Education, \*Pronouns, \*Semantics, \*Syntax

The study examined the influence of the semantic variable of contrastive gender of the pronoun, and the phonological variable of contrastive stress of the pronoun, on four- to eight-year-old children's comprehension of syntactic structures containing the nonidentity pronominal reference. Four types of items were generated: those containing syntactic information, those containing syntactic and semantic information, those containing syntactic and phonological information, and those containing syntactic, semantic, and phonological information. Multivariate analyses of variance examining differences between item types indicated that the semantic variable enhanced comprehension, while the



phonological variable did not. Children can efficiently use a semantic strategy to aid comprehension at age five. (Author)

**ED 136 306** CS 501 622

Baran, Stanley J. Shoemaker, F. Floyd  
Justifying a Graduate Program in Communication: Demonstrating Employability.

Pub Date 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Communication (Thought Transfer), \*Employer Attitudes, \*Employment Opportunities, \*Employment Qualifications, \*Graduate Study, Job Skills, Masters Degrees, \*Occupational Surveys, \*Speech Communication, \*Speech Curriculum, Speech Education

In order to determine the extent of community need for and interest in a proposed graduate program in communication at Cleveland State University, a market research survey was conducted of a random sample of 402 employers from four broad categories: business and industry, the communication industries, nonprofit associations, and government agencies. Trained professional interviewers conducted the standardized interview by phone. To insure objectivity, interviewers and interviewees were not informed about the actual initiation of the survey by the Department of Communication. The objectives of the program were stated, but no persuasive messages or other information were presented to the respondents. The survey results indicate that there is a ready market for graduates of the communication department's proposed master's degree program. Moreover, the data indicate that employers have persons of various titles engaged in communication problem-solving activities, that they recognize a need for improved communication problem solving, and that they are interested in evaluating these problems and in hiring the personnel necessary to accomplish this task. Ten tables of findings are included. (LL)

**ED 136 307** CS 501 623

St. Martin, Gail McAllister

Male/Female Differential Encoding and Intercultural Differential Decoding of Nonverbal Affective Communication.

Pub Date 76

Note—89p.; Ph.D. Dissertation, The Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,286, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Affective Behavior, Audiovisual Communication, \*Communication (Thought Transfer), \*Cultural Differences, Doctoral Theses, \*Nonverbal Communication, \*Sex Differences, \*Social Science Research

In order to investigate the process of nonverbal communication of emotions in a simulated intercultural context, videotapes were made in which two white Americans (one male and one female) responded to paragraphs which evoked the following emotions: sadness, disgust, anger, surprise, happiness, and fear. These portrayals were then viewed by male and female members of white American, black American, Latin American, and Malaysian cultures; responses were measured by means of a bipolar adjectival scale. Sender's sex—that is, the sex of the person observed on videotape—was found to significantly affect ratings in one-third of the instances. Respondent's sex was statistically significant in only one of 18 potential instances; the hypothesis that male respondent perceptions are equal to female respondent perceptions was accepted. It was further concluded that culture type did, in fact, affect perceptions of nonverbal affective communication and that differences in mode of communication (audio, video, or audiovisual) were related to viewer perceptions. These conclusions were perceived as indicative rather than conclusive, and further research into the nonverbal communication of information and emotion was suggested. (Author/KS)

**ED 136 308** CS 501 624

Waxwood, Vincenne Alicia

Intercultural and Intracultural Communication: A Study of Relationship Cues in An Interpersonal Setting.

Pub Date 76

Note—118p.; Ph.D. Dissertation, University of Washington

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-25,470, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Communication Problems, Cross Cultural Studies, \*Cues, Cultural Differences, \*Cultural Factors, Cultural Interrelationships, Doctoral Theses, \*Interpersonal Relationship, \*Peer Acceptance, \*Rejection

This study investigated the communication of acceptance and rejection in intracultural and intercultural triads in an interpersonal setting. Specifically, the attempt was made to determine how members of five different cultures defined and interpreted the verbal and nonverbal behaviors which for them constituted acceptance or rejection. Fifteen subjects participated in two 15-minute group discussions, one in which a subject interacted with two members of her own culture and one in which she interacted with two members of other cultures. Each subject was then questioned individually in a videotape-assisted interview. During the interviews, subjects defined and interpreted what they perceived as cues of acceptance or rejection. A total of 21 cues were defined, six of which were interpreted by over half of the subjects as indicating acceptance. Two other cues were interpreted by over half of the group as indicating rejection, while the remaining 13 were not interpreted consistently. For the most part, cues were defined and interpreted similarly in both the intracultural and the intercultural situations. (Author/KS)

**ED 136 309** CS 501 625

Roman, Charles Vasilie

Speechmaking as a Public Relations Technique: A Descriptive Study of Speechmaking Practices and Attitudes Among Selected Public Relations Professionals.

Pub Date 76

Note—315p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,174, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Business, Doctoral Theses, Industry, Motivation Techniques, \*Organizational Communication, \*Persuasive Discourse, Publicize, \*Public Relations, \*Public Speaking, Research, \*Speeches

This study surveys speech-making practices and attitudes of practitioners in firms not primarily engaged in providing public relations services. Questionnaires designed to assess the uses of speech making as a public relations technique were sent to the 50 largest United States advertising agencies and to the 34 largest United States business and industrial firms with internal public relations operations. The resulting data were compared with Cantera's findings concerning 40 "pure" public relations firms. Wayne State University's Statistical Package for the Social Sciences, which is described in depth, was used to determine major dependent variables. Conclusions suggest that speech making is not regarded as being as effective as print media in public relations, that speech making creates a "pseudoevent" around which to structure other events, that respondents have in common a background in print media, that geographical location is not a significant variable, and that practitioners in business and industry have higher opinions of their clients' abilities to deliver speeches. Few differences were found in organizations' devotion of time to speech making, number of speeches written annually, clients recommended for speech making, or methods of evaluating speech-making effectiveness. (Author/KS)

**ED 136 310** CS 501 627

Lundy, Susan Ruth

Communication in Common Cause.

Pub Date 76

Note—146p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-26,309, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Group Membership, Mass Media, \*Organizational Communication, Organizational Theories, \*Participant Characteristics, \*Publicize, Research, \*Voluntary Agencies, \*Volunteers  
Identifiers—\*Common Cause

This study attempts to develop a new approach to theories of organizational communication, which would apply to members of voluntary associations who are recruited largely through the use of mass media. A questionnaire was mailed to 355 members of Common Cause, an organization dedicated to "giving the people back their voice [in government]." Differences between Common Cause and traditional voluntary organizations suggested three major research areas: differences in communication methods, differences between members who offer to support the organization in ways beyond the payment of annual dues and those who do not, and members' responses to the major issues and appeals presented by the organization. Analyses of results indicated that Common Cause attracts two kinds of members. Individuals of one type had not discussed the organization, knew few other members, and belonged to a number of other organizations. Those of the other type had discussed Common Cause, knew other members, belonged to only one or two other organizations, and seemed willing to work for the organization in a volunteer capacity. In short, Common Cause was composed of both minimally committed multiple joiners and potential activists. (Author/KS)

**ED 136 311** CS 501 628

Douglass, Rodney Blaine

A Modern Aristotelian Rhetorical Theory.

Pub Date 76

Note—217p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,758, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Aristotelian Criticism, \*Communication (Thought Transfer), \*Communication Skills, Doctoral Theses, \*Interpersonal Relationship, \*Rhetoric, \*Theories

This study proposes a modern Aristotelian rhetorical theory—that rhetorical communication is that human communication within which persons deliberately interact. A number of corollaries follow from the fundamental postulate and include: (1) persons function as the essential agents of the rhetorical communicative process; (2) a person's processes function communicatively through a system of receiving, internally orienting, and transmitting activities; (3) each person's communicative activities are channeled by the ways in which he anticipates events; (4) in rhetorical communication a person's processes function through a system of involving, judging, and asserting activities; (5) a person's rhetorical activities are channeled in relation to a human communicative context; (6) any human communicative context can present an occasion for rhetorical activity; (7) the apparent structure of a human communicative context constrains the range of a person's rhetorical activity; (8) a person's rhetorical activities are channeled through interaction with the activities of significant others; (9) in a rhetorical relationship persons share a common focus of activity; (10) the pattern of a rhetorical relationship evolves through deliberative interaction; and (11) in a rhetorical relationship, persons acknowledge interpersonal influence. (Author/LL)

**ED 136 312** CS 501 629

Donohue, William Anthony

A Reconceptualization of Negotiation: Test of an Empirical Framework.

Pub Date 76

Note—95p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-24,588, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Behavioral Science Research, \*Communication (Thought Transfer), Communication Skills, \*Decision Making, Doctoral Theses, \*Group Behavior, \*Group Dynamics, Higher Education, \*Interaction Process Analysis

Identifiers—\*Negotiation

The purpose of this study was to develop an empirical framework to help conceptualize the process and outcome of negotiation. Specifically, the hypothesis tested was that prenegotiation expectations, the use of power strategies, and individual personality traits will, in combination, predict the outcome of negotiation proceedings.

A test of the hypothesis indicated that these independent variables were not significant predictors of negotiation outcome. Certain factors of the dimensions of social power and expectation did, however, account for over half of the variance of negotiation outcome. Although the results of this study may have been attenuated by sampling and generalizability limitations, results suggested that further study of the implementation of power strategies might reveal valuable information concerning phases of power implementation in negotiations. Methods used in this study may also have pragmatic value in training individuals to deal with competitive communication situations. (Author/KS)

**ED 136 313** CS 501 638

*Langin, Richard L.*  
**Communication and Austin's Notion of "Uptake".**  
Pub Date Feb 75

Note—11p.; Paper presented at the Department of Philosophy Colloquium at Southern Illinois University, February 13, 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Communication (Thought Transfer), \*Information Theory, \*Linguistic Theory, \*Persuasive Discourse, \*Philosophy, \*Rhetoric, \*Semiotics, \*Verbal Communication  
**Identifiers—**\*Austin (John), \*Speech Acts

John Austin's notion of illocutionary force is explored within the context of the speech act in the total speech situation; definitions of locutionary, illocutionary, and perlocutionary acts are reviewed. It is argued that illocutionary acts are performatives that occur within a complete communication situation in which the key element is the interaction of the speaker and listener in constituting the force of the utterance. The notion of "force" should be understood as the phenomenon of uptake which a speaker offers by speaking and which a listener achieves by understanding what he or she hears as a certain state of affairs. This account allows for a distinction between locutionary acts of merely uttering words and illocutionary acts where the utterance carries an effect within one communicative situation. Finally, the notion of force as being primarily constituted by uptake allows a distinction between illocutionary effect and perlocutionary effect where the latter requires a secondary act in consequence of the original act of speaking. We discover that in communication a person may understand without being persuaded and that persuasion may be empty information. (AA)

**ED 136 314** CS 501 639

*Langin, Richard L.*  
**The Phenomenology of Human Communication as a Rhetorical Ethic.**  
Pub Date 77

Note—20p.; Paper presented at the Annual Meeting of the Central States Speech Association (Detroit, Michigan, April 14-17, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Communication (Thought Transfer), \*Ethics, \*Information Theory, \*Philosophy, \*Rhetoric, \*Semiotics  
**Identifiers—**\*Phenomenology, \*Speech Acts

This paper asks in turn: (1) What is phenomenology? (2) What is a phenomenology of communication? and (3) What is a phenomenology of human communication? The progressive application of the three questions represents an explicit use of the phenomenological method, involving description, reduction and interpretation. The phenomenological reduction of the conscious experience of human communication yields the conclusion that rhetorical ethics (speech acts) are the relation between persons and their lived worlds. The phenomenological interpretation leads to the conclusion that human communication is a sign of conscious experience and, conversely, that the union of consciousness and experience constitutes human communication. In other words, our rhetoric generates our ethics; our conscious experience communicates the person we are and the world we live. (AA)

**ED 136 315** CS 501 640

*Nichols, Harold J. Smith, Raymond G.*  
**The Effect of Background Material on Students' Perceptions of Drama.**  
Pub Date 77

Note—13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 14-16, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Background, \*Drama, Educational Research, Higher Education, Literary Discrimination, Literary Genres, Literary Perspective, \*Literature Appreciation, \*Response Mode

**Identifiers—**\*Background Materials

In order to discover how the inclusion of background material affects students' perceptions of a play, students in an oral communications class at Kansas State University responded to excerpts from three kinds of plays: "The Prisoner of Second Avenue" by Neil Simon (comedy), "Long Day's Journey into Night" by Eugene O'Neill (tragedy), and "Angel Street" by Patrick Hamilton (melodrama). In the first session, students rated the importance, or weight, of 114 semantic-differential-type adjectives to symbolic messages in general; in the second session, students used these terms to rate excerpts from plays, which were distributed randomly; and in the third session, students rerated the same dramatic excerpt after reading background material relevant to that play (identity of the playwright, basic information about the playwright's other works and honors, and a capsule plot summary). Results showed that the addition of the type of background material introduced in this study contributes to increased appreciation of dramatic forms. (Tables of findings are included.) (JM)

**ED 136 316** CS 501 641

*Smith, Raymond G.*  
**Development and Possibilities of Message Measurement Inventories.**  
Pub Date Apr 77

Note—6p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 14-16, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Communication (Thought Transfer), \*Evaluation, \*Measurement Instruments, \*Measurement Techniques, Research, \*Speech Communication, Test Construction, Test Reliability, Test Validity

**Identifiers—**\*Message Measurement Inventory

The Message Measurement Inventory was designed to determine the dimensions which listeners consider when they judge a message. This paper outlines the development of the inventory and describes some of the first studies using it. In addition, the paper discusses tests of the validity, reliability, and precision of the scales and scaling procedures of the instrument. Six general observations, made from the tests of the instrument and the applications made to date, are presented. (JM)

**ED 136 317** CS 501 643

*Jull, G. W. And Others*  
**Research Report on Teleconferencing: Volume 2.**  
Department of Communications, Ottawa (Ontario). Communications Research Centre.

Report No.—CRC-1281-2

Pub Date Jan 76

Note—60p.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Business Communication, \*Conferences, \*Costs, \*Organizational Communication, \*Telecommunication, Verbal Communication

**Identifiers—**\*Teleconferencing

The Canadian Department of Communications project on teleconferencing commenced in 1972, to meet what was foreseen to be a developing federal-government need to provide improved group communications between headquarters and outlying divisions. Section one of this report presents background justification for investigating teleconferencing as a telecommunications service to substitute for some business trips. Section two reports Department of Communications teleconferencing activities, including systems evaluations, technical and behavioral studies, and preuse attitude studies. Section three presents results of an economic analysis of teleconferencing. Section four describes teleconferencing developments in countries other than Canada; conclusions from these studies are provided in section five. A summary of the teleconferencing situation is presented in section six. A tentative system to meet federal needs is described in appendix A. The costs of the project are included in appendix B. (Author/AA)

**ED 136 318** CS 501 644

*Holmes, Barbara J.*  
**Suggestions for the Study of Intercultural Communication.**

Pub Date Nov 76

Note—34p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (47th, San Francisco, November 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Communication (Thought Transfer), \*Cross Cultural Studies, \*Cultural Differences, \*Cultural Interrelationships, Higher Education, \*Information Theory, Models

**Identifiers—**\*Intercultural Communication

This paper suggests that communication theorists and other concerned scholars rechart the direction for study of intercultural communication. It is counterproductive to focus attention solely on discrete and often fragmentary differences between cultures; an approach is required which will permit the recognition of cultural similarities as well. A holistic frame of reference is necessary for conceptualizing the relationships between humans and culture, and between culture and communication. Models are presented that depict culture as an open system which comprises three subsystems: technological, sociological, and ideological. A definition is advanced which explicitly links communication and culture and which demonstrates that communication is the ingredient that binds humans and culture. A focus for research and study based on this theory is also defined. (Author/KS)

**ED 136 319** CS 501 645

*Hall, Judith A.*  
**Nonverbal Communication and Social Influence.**  
Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the MD Communication Association on General Semantics (October 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Body Language, \*Communication (Thought Transfer), \*Communication Skills, Ethics, Nonverbal Ability, \*Nonverbal Communication, \*Research, Research Methodology, \*Social Influences, Theories, Verbal Communication

Various aspects of nonverbal communication are discussed in this paper, and the questions of how and why to teach it are considered. It is suggested that the nonverbal field can be roughly divided into three domains, in terms of method and the nature of the questions asked. Albert Scheflen and several other "nonverbal structuralists" are interested in studying whole communication systems, to see how all communication elements—verbal and nonverbal—are coordinated. The external variable approach (Duncan 1969) investigates systematic relationships between nonverbal behavior and something else: psychological states, perception of meaning, or interpersonal outcomes. A third kind of research related to the study of personality is concerned with individual differences in nonverbal behavior. Some of the research related to nonverbal communication is summarized, and ethical problems associated with analyses of nonverbal communication are briefly discussed. (LL)

**ED 136 320** CS 501 646

*Courtney, Charles*  
**A Design For A Basic Speech Course For Community College Students.**

Pub Date Feb 77

Note—23p.; Unpublished paper prepared at Murray State University

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Communication (Thought Transfer), Community Colleges, Course Descriptions, Interpersonal Relationship, Junior Colleges, Public Speaking, Small Group Instruction, \*Speech Curriculum, \*Speech Education

Designed to help prepare community college students for transfer to four-year institutions, this speech course was developed for a metropolitan area of 10,000 to 15,000 population. It consists of four stages: entering behavior, instructional objectives, instructional procedures, and evaluation. The students average 25 years of age; many are employed in either full-time or part-time work. The goals are to provide students with opportunities to analyze and experience communication in

dyadic, small group, and public contexts; to provide opportunities to develop effective speaking abilities in both formal and informal situations; to enable students to use proper speech communication methods; and to encourage the exchange of information, to arrive at a group solution. Among the procedures to be employed are lectures, discussions, and individual speaking activities. Evaluation consists of specific criteria for examinations, performances, and projects. Topics of the four units of study presented are the communicative process, interpersonal communication, small group, and public speaking. Each unit is complete with introduction, objectives, required reading and activity, subject-matter outline, and evaluation procedures. (HOD)

ED 136 321 CS 501 648

**Sex and Violence on TV: Hearings before the Subcommittee on Communications of the Committee on Interstate and Foreign Commerce, House of Representatives, 94th Congress, Second Session, July 9; August 17-18, 1976. Serial No. 94-140.**

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date 77

Note—381p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Censorship, \*Freedom of Speech, Government Publications, Government Role, \*Programming (Broadcast), \*Sexuality, \*Television, \*Violence

Identifiers—Congressional Hearings, \*Obscenity

This volume contains the proceedings of hearings held on 9 July 1976 and 17, 18 August 1976 before the Subcommittee on Communications of the House of Representatives, concerning the issue of televised violence and obscenity. Transcripts of statements given by individuals involved in various aspects of television and other communication media are included. In addition, other material (such as letters from concerned individuals) which was submitted for the record is provided. (KS)

ED 136 322 CS 501 649

*Williams, Wenmouth, Jr.*

**Citizen Feedback to a Change in Radio Station Format: Multiple Versus One Time Letter Writers.**

Pub Date Apr 77

Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Southfield, Michigan, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Attitudes, \*Audiences, Evaluation Methods, \*Individual Characteristics, \*Letters (Correspondence), \*Media Research, Radio, Surveys

Identifiers—\*Audience Analysis

Since broadcasters are mandated by the Federal Communication Commission to ascertain community needs prior to applying for or renewing licenses, their concern for finding effective audience-analysis tools is generally great. This paper briefly surveys the research conducted on expression of opinion through viewer and listener letter-writing and describes the results of a study of listener letter-writing following a radical format change in a Peoria, Illinois, radio station. Analysis of data, obtained from a questionnaire, was performed in two parts. First, the respondents surveyed were described according to traditional demographic variables. Second, one-time and "chronic" writers (those who had written more than once) were differentiated according to their responses to various items gauging psychological factors and media use. Data suggested that letter writers were generally older, educated, white, female, and employed in a professional or white-collar occupation. Letters written by these respondents tended to stress complaints rather than praise. Roughly half of the letters received were written by "chronic" respondents; few differences between this group and one-time writers were found. (KS)

ED 136 323 CS 501 650

*Henderson, Bill*

**ERIC First Analysis: 1977-78 National High School Debate Resolutions (How Can the Health Care of United States Citizens Best Be Improved?)**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date Apr 77

Contract—400-75-0029

Note—95p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$1.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Debate, \*Guidelines, Health Insurance, \*Health Services, Medical Treatment, Resource Guides, \*Secondary Education, \*Social Problems

Identifiers—\*National High School Debate Resolutions (1977 78)

This ERIC information analysis paper provides high school debaters and their teachers with guidelines for research on the debate resolutions selected by the National University Extension Association's Committee on Discussion and Debate. Focusing on the problem of health care of U.S. citizens, the material included in this paper is divided into five sections: (1) definitions, including the problem area and the three potential propositions; (2) present structures, including brief remarks about the many approaches which exist regarding care for citizens; (3) problems, with some of the directions teams might consider for developing cases on the propositions; (4) solutions, noting a few of the approaches implied by the propositions, as well as the difficulties which such policies might encounter; and (5) bibliography, including a selected set of potential reading for students working on this topic area. This guide to issues and resources is also intended for use by educators in planning debate workshops or in teaching students about the processes of research in argumentation. (LL)

ED 136 324 CS 501 652

*Zarefsky, David*

**Argument as Hypothesis-Testing.**

Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, California, December 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Debate, Higher Education, \*Hypothesis Testing, Logical Thinking, \*Persuasive Discourse, \*Rhetoric, Theories

The argumentative perspective enables rhetoric to function in a manner analogous to science or analytic philosophy, yielding reliable knowledge about nonempirical topics, which other methods cannot address. In short, argumentation is the equivalent of hypothesis-testing. Forensics should offer laboratory experience in developing this perspective of communication; implications for theory, which concern the wording of the proposition, the role of presumption, the suspension of disbelief, case development, counterplans, and the nature of decision making, must also be taken into account. Because argumentation is a generative process, users' opinions differ as to its purpose and product. The choice of a rhetorical paradigm must finally depend on an assessment of its functionalism. (KS)

## EA

ED 136 325 95 EA 008 998

**The Best of the Best of ERIC.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—114p.; For individual chapters of this document, see EA 009 251-270

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (\$5.95 prepaid, make checks payable to ERIC/CEM Publications)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Evaluation, Advisory Committees, \*Annotated Bibliographies, Community Education, Conflict Resolution, Curriculum Planning, Decision Making, Declining

Enrollment, \*Educational Administration, Educational Alternatives, Elementary Secondary Education, Energy Conservation, Futures (of Society), Grievance Procedures, Leadership Styles, \*Literature Reviews, Management by Objectives, Middle Schools, Needs Assessment, School Integration, Student Rights, Textbook Selection, Vandalism

This annotated bibliography is intended for use as a reference volume by educational administrators. It contains 321 annotations of documents and journal articles, all of which are indexed in the ERIC system. The chapters cover 20 topics of current interest to the practitioner. The materials annotated were selected to give the reader a good idea of the major issues and proposed solutions in each of the 20 fields. (Author)

ED 136 326 EA 009 198

**Equal Opportunities in Education: Instruction and Employment. A Suggested Policy Guide for School Districts.**

Oregon State Dept. of Education, Salem.

Pub Date Jan 77

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Affirmative Action, Elementary Secondary Education, \*Equal Education, \*Equal Opportunities (Jobs), \*Guidelines, \*Models, Policy Formation, \*Program Development

Identifiers—Oregon

This publication is intended to provide valuable suggestions to local school officials to help them develop and adopt policies and procedures designed to assure equal opportunities in education without discrimination. The guide deals both with concerns related to instructional and extracurricular school programs and issues related to employment and personnel practices. The appendix contains a model procedure for resolving discrimination complaints, a sample school district equal opportunity checklist, two model district equal opportunity plans, and model procedures for evaluating the development and implementation of a district's equal opportunity plans. Although the guide was prepared specifically for use by school board members and administrators in Oregon, it will be of value to school officials in other states as well. (JG)

ED 136 327 EA 009 204

**Profiles of State Associations, 1976-77.**

National Council of State Education Associations, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 76

Note—19p.; For a related document, see ED 131 524

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, \*National Surveys, \*Professional Associations, \*Statistical Data, Statistical Surveys

Identifiers—\*National Council of State Education Associations, \*National Education Association

This annual publication is a compilation of statistical data that relates to the goals, programs, policies, and practices of professional education associations in fifty states. Almost 100 items are listed under nine major headings. This collection of statistical data is designed to serve as a quick reference, and it was compiled as a cooperative project by the National Education Association (NEA) and the National Council of State Education Associations (NCSEA). (Author)

ED 136 328 EA 009 205

*Yates, James R., Ed.*

**The Integration of General and Special Education Administration: Model, Program and Product Development and Evaluation.**

University Council for Educational Administration, Columbus, Ohio.

Pub Date Nov 76

Note—252p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—\*Consortia, \*Educational Administration, Elementary Secondary Education, \*General Education, Interinstitutional Cooperation, Models, \*Program Descriptions, Program Development, Program Evaluation, \*Special Education

This publication consists of a number of papers that discuss the development, implementation, and evaluation of efforts to integrate general and special education administration. The publication deals primarily with the work of the General-Spe-



cial Education Administration Consortium (G-SEAC), a long-term cooperative effort involving 25 higher education institutions. The various papers are grouped into six main sections that focus in turn on the history of the GSEAC; the planning period of the GSEAC; the GSEAC model for developing, disseminating, and utilizing innovations for training specialized personnel; the programs, products, and activities of the GSEAC; evaluation of general-special education administration efforts; and the future of special education leadership. (JG)

ED 136 329 EA 009 206

Kessler, Bernard M.

**GAP. Group Analytical Planning Training Handbook. A Systematic Training Program in the Skills of Facilitating Groups in the Process of Educational Planning.**

Pub Date 73

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Change Strategies, \*Educational Planning, Elementary Secondary Education, \*Group Dynamics, Interaction Process Analysis, Post Secondary Education, \*Self Directed Groups, Training Laboratories

Identifiers—\*Group Analytical Planning

This is a comprehensive training handbook for the Group Analytical Planning (GAP) program, a 12-hour program that trains individuals and groups in the skills of group leadership through the process of action-oriented planning. The handbook describes the step-by-step process that groups should follow in order to effectively achieve planned change. Suggestions for implementing GAP include ensuring that the group is representative of the people to be affected by the plan; familiarizing participants with one another; discovering if the group clearly understands its task; sensing if participants need to develop trust relationships; and determining a goal, means to accomplish the goal, and ways to tell if the goal has been achieved. Overall objectives of the GAP program are that the learner will be able to (1) lead groups in planning; (2) train groups in planning; (3) teach and write performance objectives; and (4) list the steps in managing a system, problem-solving, and decision-making. (Author/JG)

ED 136 330 EA 009 207

**Operations Manual for Average Dollar Base School Budgeting System.**

Dade County Public Schools, Miami, Fla.

Pub Date May 76

Note—43p.; Exhibits F-H may be illegible

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Administrator Guides, \*Budgeting, \*Decentralization, Educational Finance, Elementary Secondary Education, \*Management Systems, Resource Allocations

Identifiers—\*Average Dollar Base School Budgeting System, Dade County Florida Public Schools

This manual describes procedures and presents guidelines for using the Dade County (Florida) School System's Average Dollar Base School Budgeting System. The Dade County budgeting system approximates the resource allocation method employed by the state of Florida under the Florida Education Finance Plan and is intended to help shift the responsibility for budgeting and resource allocation from the county to the individual school level. (JG)

ED 136 331 EA 009 209

**Survey and Recommendations.**

Governor's Commission on Schools, Springfield, Ill.

Pub Date Nov 72

Note—162p.; Survey prepared by Governor's Commission on Schools/Business Management Task Force

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Change Strategies, \*Educational Administration, Educational Facilities, Educational Finance, Elementary Secondary Education, Management Systems, \*State Surveys

Identifiers—Illinois

This publication is the final report of the Illinois Business Management Task Force, which conducted an intensive study of the business and management functions of Illinois' public elementary and secondary schools in 1972. Data for the study were gathered through a survey of a stratified sample of 137 local school districts. The

report is organized in five major sections that describe findings of the statewide survey, present a digest of statewide recommendations, describe findings of a survey of the Chicago School System, present a digest of Chicago recommendations, and briefly discuss strategies for implementation of the task force's recommendations. The 21 subsections comprising the statewide report examine in turn various functions of Illinois' elementary and secondary schools; the 20 similar subsections on the Chicago School System cover essentially the same functions. (Author/JG)

ED 136 332 EA 009 210

**Educational Leadership Appraisal: A New Look at Performance and Potential.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Sep 74

Note—9p.

Journal Cit—Gatekeepers' Gazette; v3 n2 pp1-8

Sep 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, \*Administrator Education, \*Administrator Evaluation, \*Educational Administration, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, Higher Education, Performance Based Education, \*Program Descriptions

Identifiers—Educational Leadership Appraisal

This publication presents a brief overview and discussion of the Educational Leadership Appraisal (ELA) system, which was developed for use in Nova University's National Ed.D. Program by Education Research Corporation. ELA is a performance-based procedure for observing and assessing leadership behavior that evaluates an individual's potential for exercising leadership in an administrative position within a school system. Each individual is appraised along 23 leadership dimensions, which are grouped into the broad categories of management and organization, communication, problem-solving, task orientation, and interpersonal qualities. (JG)

ED 136 333 EA 009 213

**Training New School Board Members: A Survey. Research Report Number 1973-2.**

National School Boards Association, Washington, D.C.

Pub Date 73

Note—8p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 (\$1.50, quantity discounts)

Document Not Available from EDRS.

Descriptors—\*Boards of Education, Educational Programs, Elementary Secondary Education, \*Surveys, \*Training

Identifiers—\*California

This report examines the training received by a sample of 30 new board of education members. In addition to the new school board members, superintendents and board presidents in 30 California school districts were surveyed to determine new board member training needs. The first training priority listed by both new board members and the superintendent was developing good working relations with the superintendent. The researcher recommends that training programs have formal objectives and be tailored to the local district's needs. (Author/DS)

ED 136 334 EA 009 242

Burke, Robert E.

**Developing and Implementing a System of Teacher Evaluation.**

Pub Date 24 Sep 76

Note—88p.; Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Ed.D., Nova University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Elementary Education, Evaluation Criteria, Evaluation Methods, Individualized Instruction, \*Program Descriptions, \*Program Development, Records (Forms), \*Teacher Evaluation, Team Teaching

Identifiers—Pinellas County School System FL

This practicum report describes the development and implementation of a teacher evaluation system at Eisenhower Elementary School in Pinellas County, Florida. The evaluation system developed was designed to address the goals of

team teaching and individualized instruction. The system is intended to evaluate teacher performance in three areas, including 1) teacher-pupil interaction, 2) utilization of resources, and 3) teacher-team interaction. The appendix contains copies of various teacher evaluation forms developed during the course of the practicum. (JG)

ED 136 335

EA 009 246

**The Negotiator. Revised Edition.**

Washington State School Directors Association, Olympia.

Pub Date Nov 75

Note—98p.

Available from—Washington State School Directors' Association, 200 East Union, Olympia, Washington 98501 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Administrator Guides, \*Collective Bargaining, Contracts, Elementary Secondary Education, Industrial Relations, Labor Legislation, Negotiation Impasses, \*School Personnel, \*State Legislation, Teacher Strikes

Identifiers—\*Washington

This booklet is intended to aid school officials in collective bargaining and dealing with employee disputes, in accordance with the provisions of the Washington State Educational Employment Relations Act. Individual chapters focus in turn on preparing for negotiations, carrying on negotiations, concluding negotiations, resolving disputes, and dealing with school strikes. The appendix contains the text of Washington's Educational Employment Relations Act and Public Employment Labor Relations Act, a section analyzing typical negotiations proposals, a model emergency strike plan, and a glossary of important employee relations terms. Because much of the booklet is addressed to the specific provisions of Washington state laws, it will be of limited value to school officials in other states. (JG)

ED 136 336 EA 009 247

**Legal Powers of School Boards. Revised Edition.**

Washington State School Directors Association, Olympia.

Pub Date Nov 75

Note—60p.

Available from—Washington State School Directors' Association, 200 East Union, Olympia, Washington 98501 (\$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Board of Education Role, \*Boards of Education, Court Cases, Elementary Secondary Education, \*Guidelines, \*Indexes (Locators), Legal Responsibility, School District Autonomy, \*School Law, \*State Legislation, State School District Relationship

Identifiers—\*Washington

This booklet is intended to help familiarize Washington school board members with their legal powers and limitations. In nontechnical language, it summarizes relevant Washington laws, gives the legal reference for each, and quotes illustrative court decisions and attorney general opinions. The table of contents can be used as a key to look up legal points relating to general areas of concern, including legal powers of all school boards, additional powers of directors of first-class districts, additional powers of directors of second-class districts, and limitations upon boards. In addition, there is a detailed cross-index to assist readers in locating specific points of law. Because the booklet focuses on provisions of Washington state laws and court decisions, it will be of little value to school officials in other states. (Author/JG)

ED 136 337 EA 009 248

**Boardmanship [For School Directors].**

Washington State School Directors Association, Olympia.

Pub Date Nov 75

Note—94p.

Available from—Washington State School Directors' Association, 200 East Union, Olympia, Washington 98501 (\$4.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Board Administrator Relationship, \*Board of Education Policy, \*Board of Education Role, \*Boards of Education, Educational Finance, Elementary Secondary Education, \*Guidelines, Policy Formation, School Law, State Legislation, State School District Relationship

Identifiers—\*Washington

This booklet is intended to help new school board members in the state of Washington learn their jobs rapidly and, at the same time, to serve as a constructive reference for experienced board members. Individual chapters focus in turn on an overview of the school board, the school board member as an individual, the structure of Washington's public school system, school board meetings, establishing policy, school board-superintendent relations, personnel functions of the board, understanding school finance, school operation, the Washington school board's association, and a code of ethics for board members. Because the booklet is aimed specifically at school board members in the state of Washington, its value will be somewhat limited for board members in other states. (Author/JG)

**ED 136 338** 95 EA 009 249

Settles, Ivan L. Weller, Robert G.  
First Aid Kit for the Superintendent Selection Process.

Washington State School Directors Association, Olympia.

Pub Date Feb 77

Note—39p.

Available from—Washington State School Directors' Association, 200 East Union, Olympia, Washington 98501 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Evaluation, Administrator Qualifications, \*Administrator Selection, Board Administrator Relationship, \*Board of Education Role, Elementary Secondary Education, \*Guidelines, Records (Forms), \*School Superintendents

This booklet is intended to guide school board members in the development of procedures for the selection of a school superintendent. The authors discuss a 12-step sequence for board members to follow in soliciting, evaluating, and hiring a superintendent. These steps include 1) designating a consultant, 2) analyzing the district and its goals, 3) establishing job qualifications, 4) establishing a timetable, 5) assigning responsibilities, 6) adopting a budget, 7) soliciting candidates, 8) screening applicants, 9) interviewing candidates, 10) visiting finalists' districts, 11) making a selection, and 12) announcing the appointment. The appendix contains examples of candidate preference criteria, an application form, candidate evaluation forms, and form letters that might be used at different stages in the recruitment and selection process. (JG)

**ED 136 339** 95 EA 009 250

Haggart, Sue A. Christen, Francois G.

Resource/Effectiveness Relationships in Education: An Intra-School, Student-Level Approach. A Working Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WN-9470-NIE

Bureau No.—740814

Pub Date May 76

Grant—NIE-G-74-0034

Note—131p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Research, \*Educational Resources, Graphs, Program Descriptions, Program Effectiveness, \*Research Methodology, Secondary Education, Tables (Data)

Identifiers—San Francisco Unified School District CA

This study was designed to 1) reasonably relate educational resources and the way they are used for specific students to the educational outcomes for those students, and 2) to demonstrate the feasibility and problems of obtaining information about resource-effectiveness relationships. Data for the study were gathered at Everett Junior High and Mission High School in the San Francisco Unified School District. Section 1 describes the objectives and development of the study; section 2 discusses the development of Everett Junior High School's learning centers and differences in the use of resources by each learning center; section 3 analyzes achievement test measures for Everett in light of the working hypotheses; and section 4 describes Mission High School's equal-cost route to increased school effectiveness. (Author/JG)

**ED 136 340** 95 EA 009 251  
Administrative Staff Development.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—7p.; Chapter 1 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Annotated Bibliographies, \*Educational Administration, Elementary Secondary Education, \*Staff Improvement

This chapter of "The Best of the Best of ERIC" contains 21 annotations of documents and journal articles on administrative staff development, all of which are indexed in the ERIC system. Materials on inservice education, internships, the administrative team concept, administrator preparation, and other topics are annotated. (DS)

**ED 136 341** 95 EA 009 252

Administrator Evaluation.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 2 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—Administrative Personnel, \*Administrator Evaluation, \*Annotated Bibliographies, \*Educational Administration, Elementary Secondary Education

This chapter of "The Best of the Best of ERIC" contains 14 annotations of documents and journal articles on administrator evaluation, all of which are indexed in the ERIC system. Materials on performance evaluation, principal evaluation, mandated evaluation, and other topics are annotated. (DS)

**ED 136 342** 95 EA 009 253

Advisory Committees.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 3 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Advisory Committees, \*Annotated Bibliographies, \*Community Involvement, Educational Administration, Elementary Secondary Education

This chapter in "The Best of the Best of ERIC" contains 14 annotations of documents and journal articles on advisory committees, all of which are indexed in the ERIC system. Materials on student and community involvement, planning and utilization of advisory committees, and other topics are annotated. (DS)

**ED 136 343** 95 EA 009 254

Alternative Education.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 4 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Alternative Schools, \*Annotated Bibliographies, Educational Administration, \*Educational Alternatives, Elementary Secondary Education

This chapter of "The Best of the Best of ERIC" contains 14 annotations of documents and journal articles on alternative education, all of which are indexed in the ERIC system. Materials on public alternative school programs, the philosophy of alternative education, accreditation, and other topics are annotated. (DS)

**ED 136 344** 95 EA 009 255

Busing for Desegregation.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 5 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Bus Transportation, Educational Administration, Elementary Secondary Education, \*School Integration

Identifiers—\*Busing

This chapter of "The Best of the Best of ERIC" contains 15 annotations of documents and journal articles on busing for school desegregation, all of which are indexed in the ERIC system. Materials on the controversy surrounding busing, federal policy, the legal aspects of busing, research on its effects, and other topics are annotated. (DS)

**ED 136 345** 95 EA 009 256

The Changing Middle School.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 6 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Educational Administration, Elementary Secondary Education, \*Middle Schools

This chapter of "The Best of the Best of ERIC" contains 16 annotations of documents and journal articles on the changing middle school, all of which are indexed in the ERIC system. Materials on building design, adolescents, distinctions between the traditional junior high school and the middle school, and other topics are annotated. (DS)

**ED 136 346** 95 EA 009 257

Community Education.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 7 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Community Education, Community Schools, Educational Administration, Elementary Secondary Education

This chapter in "The Best of the Best of ERIC" contains 15 annotations of documents and journal articles on community education, all of which are indexed on the ERIC system. Materials on the philosophy of community education, community school directors and coordinators, curriculum, evaluation, and other topics are annotated. (DS)

**ED 136 347** 95 EA 009 258

Conflict Resolution.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—6p.; Chapter 8 of "The Best of the Best of ERIC." EA 008 998

Available from—Not available separately, see EA 008 998

Document Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Conflict, \*Conflict Resolution, Educational Administration, Elementary Secondary Education

This chapter of "The Best of the Best of ERIC" contains 13 annotations of documents and journal articles on conflict resolution and management, all of which are indexed in the ERIC system. Materials on school-community

tensions, conflict in high schools and school boards, collective bargaining, and other topics are annotated. (DS)

**ED 136 348** 95 EA 009 259  
**Curriculum Planning and Evaluation.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—6p.; Chapter 9 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Curriculum Evaluation, \*Curriculum Planning, Educational Administration, Elementary Secondary Education

This chapter of "The Best of the Best of ERIC" contains 16 annotations of documents and journal articles on curriculum planning and evaluation, all of which are indexed in the ERIC system. Materials on curriculum development and objectives, community involvement in curriculum planning, and other topics are annotated. (DS)

**ED 136 349** 95 EA 009 260  
**Declining Enrollments.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—6p.; Chapter 10 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Declining Enrollment, Educational Administration, Elementary Secondary Education

This chapter of "The Best of the Best of ERIC" contains 16 annotations of documents and journal articles on declining enrollment, all of which are indexed in the ERIC system. Materials on reduction in force, school closing, enrollment forecasting, planning for enrollment decline, and other topics are annotated. (DS)

**ED 136 350** 95 EA 009 261  
**Energy Conservation.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 11 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Educational Administration, Elementary Secondary Education, \*Energy Conservation

This chapter of "The Best of the Best of ERIC" contains 14 annotations of documents and journal articles on energy conservation, all of which are indexed in the ERIC system. Materials on teaching energy conservation to students, the energy crisis and its impact on school finances, building heating and cooling, and other topics are annotated. (DS)

**ED 136 351** 95 EA 009 262  
**Futures.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 12 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Futures (of Society)

This chapter of "The Best of the Best of ERIC" contains 21 annotations of documents and journal articles on futures in education, all of which are indexed in the ERIC system. Materials

on educational planning and decision-making, future issues in education, and other topics are annotated. (DS)

**ED 136 352** 95 EA 009 263  
**Grievance Procedures.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 13 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Collective Bargaining, Educational Administration, Elementary Secondary Education, \*Grievance Procedures

This chapter in "The Best of the Best of ERIC" contains 15 annotations of documents and journal articles on grievance procedures, all of which are indexed in the ERIC system. Materials on the principal's role in grievance settlement, arbitration, student grievance plans, grievance procedures under negotiated contracts, and other topics are annotated. (DS)

**ED 136 353** 95 EA 009 264  
**Leadership Styles.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—6p.; Chapter 14 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Educational Administration, Elementary Secondary Education, \*Leadership Styles

This chapter of "The Best of the Best of ERIC" contains 21 annotations of documents and journal articles on leadership styles, all of which are indexed in the ERIC system. Materials on organizational structures, the principal's role, management teams, and other topics are annotated. (DS)

**ED 136 354** 95 EA 009 265  
**Management by Objectives.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—6p.; Chapter 15 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Educational Administration, Elementary Secondary Education, \*Management by Objectives

This chapter of "The Best of the Best of ERIC" contains 15 annotations of documents and journal articles on management by objectives (MBO), all of which are indexed in the ERIC system. Materials on evaluation, individualizing instruction, accountability, criticism of MBO, and other topics are annotated. (DS)

**ED 136 355** 95 EA 009 266  
**Needs Assessment.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 16 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Educational Administration, Elementary Secondary Education, \*Needs Assessment

This chapter of "The Best of the Best of ERIC" contains 16 annotations of documents and journal articles on needs assessment, all of which

are indexed in the ERIC system. Materials on educational planning, accountability, the National Assessment of Educational Progress, and other topics are annotated. (DS)

**ED 136 356** 95 EA 009 267  
**Participative Decision-Making.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—6p.; Chapter 17 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Decision Making, Educational Administration, Elementary Secondary Education, \*Participation

This chapter of "The Best of the Best of ERIC" contains 21 annotations of documents and journal articles on participative decision-making, all of which are indexed in the ERIC system. Materials on teacher, student, and citizen participation in decision-making, the principal's role in participative decision-making, and other topics are annotated. (DS)

**ED 136 357** 95 EA 009 268  
**Student Rights and the Courts.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 18 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Court Litigation, Educational Administration, Elementary Secondary Education, \*Student Rights

This chapter of "The Best of the Best of ERIC" contains 17 annotations of documents and journal articles on student rights and the courts, all of which are indexed in the ERIC system. Materials on sex discrimination, suspension and expulsion, due process, mainstreaming, school publications, and other topics are annotated. (DS)

**ED 136 358** 95 EA 009 269  
**Textbook Selection and Controversy.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 19 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Censorship, \*Conflict, Educational Administration, Elementary Secondary Education, \*Textbook Selection

This chapter of "The Best of the Best of ERIC" contains 12 annotations of documents and journal articles on textbook selection and controversy, all of which are indexed in the ERIC system. Materials on censorship, case studies of textbook controversies, the image of minority groups in textbooks, and other topics are annotated. (DS)

**ED 136 359** 95 EA 009 270  
**Vandalism Prevention.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Contract—OEC-0-8-080353-3514

Note—5p.; Chapter 20 of "The Best of the Best of ERIC," EA 008 998

Available from—Not available separately, see EA 008 998

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Educational Administration, Elementary Secondary Education, \*School Vandalism, \*Vandalism



This chapter of "The Best of the Best of ERIC" contains 15 annotations of documents and journal articles on vandalism and its prevention, all of which are indexed in the ERIC system. Materials on financial losses due to vandalism, security systems, anti-vandalism programs such as "school sitters," and other topics are annotated. (DS)

ED 136 360

EA 009 271

Taylor, Bruce And Others

**The Public Employment Relations Law. What Every Board Member Should Know Series Volume 6.**

New Jersey School Boards Association, Trenton. Pub Date 76

Note—63p.; Appendix may not reproduce clearly due to small print size

Available from—New Jersey School Boards Association, P.O. Box 909, Trenton, New Jersey 08605 (\$5.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Administrator Guides, Board of Education Role, \*Boards of Education, \*Collective Bargaining, Elementary Secondary Education, Employer Employee Relationship, \*Government Employees, \*Industrial Relations, Labor Legislation, Legal Responsibility, \*State Legislation

Identifiers—\*New Jersey

This booklet is designed to help school board members understand New Jersey's public employee relations law and to serve as a useful guide to the operations of the New Jersey Public Employment Relations Commission. Individual chapters focus in turn on the Public Employment Relations Commission, unfair labor practices, the scope of collective negotiations proceedings, impasse procedures, representation proceedings, and injunctive relief. The appendix contains the complete text of the New Jersey Employer-Employee Relations Act. (JG)

ED 136 361

EA 009 272

**Consequences of Declining Enrollment. A Glimpse of Tomorrow; Management for Contraction. APS Planning Document 4.**

Albuquerque Public Schools, N. Mex.

Pub Date Mar 76

Note—56p.; Prepared by Organization, Analysis and Research, Albuquerque Public Schools

Available from—Organization, Analysis and Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, New Mexico 87125 (\$5.25, quantity discounts)

Document Not Available from EDRS.

Descriptors—\*Administrator Guides, \*Declining Enrollment, \*Educational Finance, \*Educational Planning, Elementary Secondary Education, Enrollment, \*Manpower Needs, Staff Utilization, Student Teacher Ratio, \*Tables (Data)

Identifiers—\*Albuquerque Public Schools NM

This report was intended to determine how the Albuquerque Public Schools will be affected by reduced enrollment and to provide a choice of positive steps for smoothing the adaptation of school operations. Concerns are outlined with regard to continued student population decline, staffing imbalances, continued inflation, and the anticipated struggle to cover the district's expenses despite an expected reduction in educational financial support. Recommendations are made relative to implementation of a manpower control program, and some suggestions are offered concerning the management of the district as enrollment diminishes. The appendix contains tables that present data on student enrollment, student/teacher ratios, and various financial measures for the Albuquerque Public Schools. Although the report was developed for use by the Albuquerque Public Schools as a managerial planning outline, the planning approach it demonstrates and the recommendations it presents may be of interest to school officials elsewhere. (Author/JG)

ED 136 362

EA 009 273

O'Reilly, Robert C.

**Elections, Demands and Negotiations in Public Employment.**

Pub Date [77]

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Collective Bargaining, Employer Employee Relationship, \*Government Employees, Guidelines, Negotiation Agreements, Unions

There are many similarities in collective bargaining as it is carried on in different types of political subdivisions. Where organizations are competing for the right to represent a group of workers, the concept of "majority rules" generally prevails. The election and designation of a specific bargaining unit occasionally needs clarification in each local setting. After recognition comes the first step in the bargaining process, the presentation of proposals and demands to the board. This is customarily the responsibility of the persons chosen or hired as employee representatives. In order to assure that adversarial feelings do not hamper job performance, public governing boards are well advised to consider a third-party bargaining representative. However, some research indicates limitations on negotiations in which boards are represented by outsiders. More often than not, the union has no options—its representatives will come from its ranks. The thread running throughout the entire process of proposal and demand negotiation must be good faith, but hard bargaining does not indicate lack of good faith. (Author/JG)

ED 136 363

EA 009 274

Range, Dale G.

**Staff Development: Still a Major Challenge for Middle School Administrators!**

Pub Date Jan 77

Note—12p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Administrator Role, Basic Skills, Educational Objectives, Instructional Staff, \*Middle Schools, \*Principals, Secondary Education, \*Sociodrama, \*Staff Improvement, Traditional Schools

Middle school principals must continue to provide leadership for staff development programs. As the instructional leader of the middle school, the principal faces the challenge of assisting both new and experienced teachers in developing teaching strategies that are consistent with the characteristics and needs of transcendent students. At the same time, the principal must ensure that the pressures of the "back-to-basics" movement do not destroy the basic objectives of the middle school program. The use of sociodrama as an effective teaching strategy for the middle school exemplifies a strategy that is compatible with the philosophical goals of the middle school, and with the goals of the "back-to-basics" movement. (Author/JG)

ED 136 364

EA 009 275

Larson, Donald F.

**Preparing for a Strike and Living With It After It Happens.**

Pub Date Jan 77

Note—12p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977); Not available in hard copy due to light print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Arbitration, Collective Bargaining, Elementary Secondary Education, Negotiation Impasses, Teacher Administrator Relationship, \*Teacher Strikes

Identifiers—\*Minnesota (Faribault)

This speech chronicles the history of the teachers' strike in Faribault, Minnesota—the longest teachers' strike in the state's history. After the breakdown of collective bargaining, the school board refused to submit to arbitration by the state's Bureau of Mediation Services. Then the teachers voted to walk out. The Faribault schools were closed, and the strike lasted 46 days. The author includes 10 "premises" about the nature of teachers' strikes, noting that a strike does not come about overnight and that the blame for a strike lies with both sides. (Author/DS)

ED 136 365

EA 009 276

Ellman, Neil

**Administrative Style and Performance as Teachers See Them.**

Pub Date Jan 77

Note—9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, \*Administrator Evaluation, Elementary Secondary Education, \*Evaluation Methods, \*Guidelines, Leadership Styles, Personnel Evaluation, Team Administration

To succeed, certain cautions must be observed for the practice of client-centered evaluation of administrators by teachers. First, it should not become contractually obligatory; second, at least part of the evaluation should be directed at the administrative team (at the building level) as a whole; and third, it should be used solely for the improvement of administrative performance, not to provide data for an administrator's personnel file. A program of this kind should go through nine steps: (1) agreement that the team wants feedback about its style and performance, (2) decision as to what information is desired and needed to improve performance, (3) choice and development of a feedback instrument, (4) field test of instrument, (5) communication of the purpose and form of the process to the faculty, (6) administration of the instrument, (7) tabulation and interpretation of the data, (8) cooperative use of the data to improve performance, and (9) evaluation of the total process. (Author/JG)

ED 136 366

EA 009 277

Gallagher, James M.

**How to Make Better Use of Department Chairmen.**

Pub Date 18 Jan 77

Note—21p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Coordinators, \*Department Directors (School), \*Departments, Intellectual Disciplines, \*Leadership Responsibility, \*Occupational Information, Principals, Scheduling, Secondary Education, Staff Meetings, \*Staff Utilization, Teacher Improvement

Coordinators, as described in this speech, refer to persons called department chairmen, chairpersons, heads, or leaders. The history of the use of coordinators and the responsibilities assigned to them by principals are discussed. The major emphasis of the paper is placed on the considerations necessary for the successful use of coordinators in the secondary school. These include regularly scheduled meetings with open agendas during regular class time, encouragement of interdepartment cooperation, and allotment of enough time for the coordinators to complete the jobs asked of them. (Author/MLF)

ED 136 367

EA 009 278

Suprina, Richard N.

**Let's Take Another Look at the Twelfth Grade Year.**

Pub Date 18 Jan 77

Note—11p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Accelerated Programs, Career Exploration, College High School Cooperation, \*Educational Alternatives, Educational Innovation, Educational Quality, \*Grade 12, Independent Study, Program Descriptions, Secondary Education, \*Seniors, Student Exchange Programs, \*Student School Relationship

Identifiers—\*Hauppauge Union Free School District NY, New York (Hauppauge)

Learning alternatives available for seniors at a New York high school provide options to the regular senior year of studies via departmental electives. Nine ongoing programs are briefly described. (MLF)

ED 136 368

EA 009 279

Liebrader, Myron L.

**Alternative Education: Mini-Schools, Sub-Schools, Schools Within a School.**

Pub Date [77]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Alternative Schools, Business Education, Dropout Prevention, \*Educational Alternatives, Educational Innovation, \*House Plan, Humanistic Education, Program Descriptions, \*School Organization, Secondary Education, Secondary School Science, Student School Relationship, Student Teacher Relationship

Identifiers—New York (Brooklyn), New York (Queens), \*New York City Public High Schools

The organization of three subschools at Grover Cleveland High School, Ridgewood, N. Y., is designed to meet the special needs and desires of the students. The first alternative school is for students with records of excessive absences; the second is for above average students interested in majoring in science; and the third is for average or below average students interested in business careers. (Author/MLF)

ED 136 369 EA 009 280

Gaddy, James R.

Curriculum Enrichment Through School-to-School Student Exchanges.

Pub Date Jan 77

Note—16p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977); 6 pages of newspaper reprints were deleted due to non-reproducibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cultural Exchange, \*Curriculum Enrichment, French, \*International Educational Exchange, Secondary Education, \*Student Exchange Programs

Identifiers—France, \*New Rochelle Public Schools NY, New York (New Rochelle)

New Rochelle High School's Bicentennial Year exchange with La Rochelle, France, sent 16 students to La Rochelle and brought 27 La Rochelle students to the American school for three weeks. This program provides a typical example of how a total school program is enriched. The students who traveled to La Rochelle and New Rochelle learned through experience—a country's literature, art, language, customs, food, schools, politics, and style. (Author/MLF)

ED 136 370 EA 009 281

Berry, Donnan

Working with the Unsuccessful Teacher.

Pub Date Jan 77

Note—15p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Beginning Teachers, Principals, Secondary Education, \*Teacher Evaluation, \*Teacher Improvement, \*Teacher Supervision, \*Teaching Quality

In many cases the only solution to dealing with unsuccessful teachers is to encourage them to go into some other profession. However, it is also the obligation of principals to make certain the beginning teachers get all the assistance that can be provided them to avoid the pitfalls and difficulties that the challenge of the classroom presents. Beginning teachers especially must be frequently supervised, encouraged, directed, and corrected. Beginning teachers are more receptive to peer interest than to suggestions and directives from principals; therefore, the experienced teacher who will sit down and work with beginners at a one-to-one level is helpful. (Author/MLF)

ED 136 371 EA 009 282

Gordon, Vera Julia

Extra Curricular Programs—How to Survive in an Era of Austerity.

Pub Date Jan 77

Note—5p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (61st, New Orleans, Louisiana, January 14-19, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cocurricular Activities, \*Cost Effectiveness, \*Educational Policy, \*Financial Support, Secondary Education

Extracurricular activities are vitally important to the life of students, the school itself, and the community. However, they can be expensive. These activities should be studied so that their role and importance are known and cost analyses should be conducted. The interested parties must be involved in the analyses and in implementing any changes that are made. (Author/MLF)

ED 136 372

Gibbs, Gloria G.

An Educational Policy Issue. The Open Education Movement and Teacher Training. The Educational Policy Systems.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Arrangement, Educational Alternatives, Elementary Education, Higher Education, Individualized Instruction, Literature Reviews, Nongraded Classes, \*Open Education, \*Open Plan Schools, Primary Education, \*Program Effectiveness, Student Grouping, \*Teacher Education

Identifiers—\*England, Individually Guided Education

The primary objective of this study was to encourage teacher education programs to further the knowledge of the principles, modes of teaching, learning styles, and organization of open education. Procedures used in conducting the study were (1) an analysis of the literature reflecting a theoretical framework within which the components of open education might be identified, (2) an analysis of the literature pertaining to the characteristics of the open classroom at the primary level and the open concept, and (3) a search of current empirical data suggesting the effectiveness of the open education movement for altering elementary school practices. Rationale were presented for open space, nongrading, and multiage grouping. Results from the study suggest that teacher education should make greater use of nontraditional approaches, more instructors should implement nontraditional approaches in their own teaching processes to serve as models for teacher trainees, teacher education programs should make a concerted effort to ensure that teacher candidates comprehend the underlying principles of personalized learning and programs, and initiative should be taken by teacher education programs to establish cooperative programs with schools in developing open environments within their systems through onsite support to the educational community as it develops an individualized approach to learning. (IRT)

ED 136 373 EA 009 288

Petrucio, Frank R.

Organizing and Using Resource Personnel to Improve Student Behavior.

Pub Date 26 Jan 76

Note—25p.; Introductory Practicum submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Assistant Principals, \*Discipline, \*Experimental Programs, Junior High Schools, Misbehavior, \*Program Descriptions, Questionnaires, \*Student Attitudes, \*Student Behavior

Identifiers—\*Dade County Florida Public Schools

A plan was devised to improve the behavior and attitudes of selected junior high school students who, as a result of continual classroom misbehavior, had been frequently referred by classroom teachers to the assistant principal. The program involved organization and use of resource persons already available in the school (including guidance counselors, the work experience coordinator, and the substance abuse specialist) to work with each student in the target group on a regular basis for the first nine-week term of the 1975-76 school year. Discipline records from the previous school year were used to identify participants. Each student's cumulative guidance record was reviewed. A personal visit to each child's residence was made by the assistant principal. Each student was withdrawn from one of his regularly scheduled classes to participate in the program, and the progress of each pupil was monitored through the use of commercially available "interim progress report" forms. Results indicated that disciplinary referrals to the assistant principal for each student were reduced by 50 percent, that classroom conduct grades for each student and the overall group improved markedly, and that attitudes of participants (as measured by pretesting and posttesting with district-developed instruments designed to assess student morale) were generally more positive at

the conclusion of the program than they had been at the outset. (Author)

ED 136 374

Thomas, Donald

Declining School Enrollments. [Revised.]

Pub Date 77

Note—15p.; For related documents, see ED 117 832 and EA 009 290

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Decision Making, \*Declining Enrollment, \*Educational Planning, Elementary Secondary Education, \*School Closing, School Community Relationship

Declining enrollment necessitates thorough educational planning and effective decision-making to deal with the community traumas that usually accompany school closings and curtailment of services. The author outlines suggestions for maintaining good school-community relations through developing consensus, community involvement in decision-making, and preserving school credibility. (Author/DS)

ED 136 375

Thomas, Donald

Declining Enrollments: A People Problem. (Effective Strategies for Reducing Staffs.)

Pub Date 77

Note—8p.; For a related document, see EA 009 289

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Declining Enrollment, Elementary Secondary Education, Enrollment Projections, \*Reduction in Force, \*Teachers

Declining enrollment almost inevitably means reduction in force—specifically, in the number of teachers. The author of this paper maintains that this process need not be as traumatic as some think. He suggests basing teaching personnel needs on midyear enrollment projections, rather than on first-of-the-year projections, since the number of students always declines as the year progresses. He lists six strategies for staff reduction that can help districts minimize terminations due to declining enrollment: (1) Adopt an early retirement plan; (2) Adopt aggressive procedures for termination of teachers who cannot provide satisfactory services; (3) Work with neighboring school districts that are experiencing enrollment growth; (4) Develop a trained corps of substitutes; (5) Encourage everyone in the district to become aggressive in obtaining money from government and private sources; and (6) Train secondary teachers for elementary positions. (Author/DS)

ED 136 376

Thomas, Donald

Can Schools Suspend Your Children? Revised.

Pub Date 29 Dec 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Court Litigation, Discipline, \*Due Process, Elementary Secondary Education, Misbehavior, Student Behavior, Student Rights, \*Suspension

The problem with suspensions is that they create a conflict of rights. On the one hand, there is the basic right of all students to obtain an education without violence, conflict, abuse, extortion, or intimidation. On the other hand, there is the right of the individual student to receive justice and due process. Recent court decisions support conflicting points of view although some areas are being clarified—suspensions are legal under certain conditions when proper procedures are followed; suspensions may have been overused as a discipline measure; suspensions appear to be appropriate as a short-term emergency measure; prior to suspension, students are entitled to a fair hearing and to due process; and, to avoid liability, schools should provide alternative educational opportunities for suspended students. (Author/IRT)

ED 136 377

Blanchard, Paul D. Kline, Robert L.

The Importance of Regionalism in the Decision-Making Style of Local Boards of Education.

Pub Date Mar 77

Note—23p.; Paper presented at the "Conference on the Urban South: Perspectives and Retrospectives" (Charleston, South Carolina, March 25-26, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—Attitudes, \*Board Administrator Relationship, \*Boards of Education, \*Conflict, \*Decision Making, Elementary Secondary Education, Females, Geographic Regions, Political Influences, \*School Superintendents, Tables (Data)

**Identifiers**—Regionalism, \*United States (South)  
This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members and superintendents. This procedure generated a sample of 1,091 school board members and 116 superintendents. Three areas of board decisional behavior are studied—representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas—whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways. (Author/IRT)

ED 136 378

EA 009 293

Randall, Ruth E.

**Assessing the Need of Elementary Principals for Continuing Education in Decision-Making.**

Pub Date Apr 77

Note—94p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—Administrator Attitudes, \*Decision Making, Elementary Education, \*Inservice Education, \*Needs Assessment, \*Principals, Questionnaires, Statistical Analysis, Surveys, Tables (Data)

An assessment was made of the need for continuing education in decision-making as perceived by elementary principals in the Fifty Large Cities School Districts. Questionnaires measuring demonstrated skill in decision-making and interest in increasing skill in decision-making provided data for analysis. Conclusions were that elementary principals were interested in increasing their skill in decision-making; the degree of interest differed according to the principal's level of educational preparation, age, years of experience as an elementary principal, and sex; interest was greatest for skills directly involving other people and for evaluating the effectiveness of decisions made; and continuing education provided by local school districts was most valuable. (Author)

ED 136 379

EA 009 294

Hammond, Richard D.

**Are There Differences in Attitudes Toward School Between Students in Individualized and Traditional Programs.**

Pub Date Apr 77

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—Elementary Education, \*Individualized Instruction, Junior High Schools, Questionnaires, Statistical Analysis, \*Student Attitudes, Tables (Data)

**Identifiers**—Program for Learning in Accordance with Needs, Project PLAN

The effect of Project PLAN on the attitudes of students toward school was studied. A total of 474 randomly selected students from grades 3, 5, 6, and 7 were tested. No statistically significant differences were found between PLAN and non-PLAN schools. Project PLAN is not used in grade 7; however, grade 7 students were included in this study to help determine if students from an individualized program in an elementary school develop negative attitudes on being placed in a traditional program at a junior high school. No evidence was found to substantiate that speculation. (Author)

ED 136 380

EA 009 295

McCann, Maurice

**The Truman Administration and Federal Aid to Education.**

Pub Date Apr 77

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Educational Finance, \*Educational History, \*Educational Legislation, Elementary Secondary Education, \*Federal Aid, Federal Government, \*Federal Legislation, Federal State Relationship, Government Role, Higher Education, Nonpublic School Aid

**Identifiers**—\*Congress, \*Truman (Harry S)

During the Truman administration, the concept of federal aid to education became clearly defined and gained considerable political support. President Truman supported general aid for education as a policy consistent with the administration's overall objectives in domestic programs, but he avoided leadership because of the controversies surrounding it. Those controversies centered around issues such as federal aid to non-public schools and the form that such aid should take (Funds for school construction? Equalization funds for impacted areas? Across-the-board grants?). Leadership for the federal aid movement therefore shifted to Congress, and specifically to Senator Robert A. Taft of Ohio. Although the movement for general aid to education failed to obtain legislative sanction, it did leave behind a widespread conviction that a need existed for substantial federal aid to education in some form and stimulated new approaches to this objective. (Author)

ED 136 381

EA 009 296

Caldwell, William E. Finkelston, Harry H.

**The Relationship Between the Management Performance Characteristics of Superintendents and the Frequency of Teacher-Initiated Grievances.**

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Administrator Characteristics, Conflict, Industrial Relations, \*Leadership Styles, Management, Organizations (Groups), \*Principals, \*School Superintendents, Secondary Education, \*Teacher Administrator Relationship, Teacher Alienation, \*Teacher Attitudes

**Identifiers**—Pennsylvania

This study investigated the relationships between superintendents' management behavior and the frequency of grievances initiated by secondary teachers; the dependent variable was also tested against the rule administration behavior of secondary principals and the "mix" of behaviors at both management levels. The sample employed for hypotheses confirmation consisted of 319 secondary principals, teachers, and teacher union representatives in 27 nonurban districts. Analysis of the data indicates that superintendents exhibiting openness experience fewer grievances; closed superintendents, more grievances. Further, in the latter case, a subordinate representative principal tends to screen some of the perceived superintendent closedness and effectively lowers grievance frequency. (Author)

ED 136 382

EA 009 297

Chamberlain, Petra E.

**Administrative Training Needs of Community Service Agency Administrators, c. 1976.**

Pub Date Apr 77

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Administrator Education, Communication (Thought Transfer), Community Agencies (Public), \*Educational Needs, Elementary Secondary Education, Evaluation, Higher Education, \*Inservice Education, Motivation, Needs Assessment, Personnel Management, Program Development, \*Public Administration Education, Surveys, Taxonomy

**Identifiers**—\*Wisconsin (Milwaukee County)

The demographic data and model survey instruments used in a study of 444 Wisconsin ad-

ministrators of schools, universities, hospitals, correction institutions, and governmental agencies are described. A taxonomy of 58 desired competencies grouped by (1) general management techniques, (2) personnel administration, (3) legal requirements, (4) communication and motivation, (5) program development, (6) finance, and (7) output assessment and evaluation resulted from this study. The data base can be linked to policy decision by educational systems to design and implement interdisciplinary, inservice training programs in administration. The instruments can be applied periodically to determine if administrative training needs and opportunities are still relevant. (Author)

ED 136 383

EA 009 298

Manley-Casimir, Michael E.

**The Exercise of Administrative Discretion in Secondary School Discipline: Grounded Hypotheses.**

Pub Date Apr 77

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to light print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Administrative Personnel, \*Case Studies (Education), \*Decision Making, \*Discipline, Justice, Senior High Schools, Student Behavior

This study used ethnographic research methods to generate hypotheses about the exercise of administrative discretion on secondary school discipline. The study, an organizational case study, investigated the exercise of discretion by the school disciplinarians in Integrated High in Chicago. Participant-observation, focused interviews, and administrative statistics yielded the data. Simple statistical analysis of the quantitative data yielded three hypotheses about the pattern of selective enforcement—(1) the more prominent the discipline administrator's concern with order-maintenance (control), the greater the likelihood students will be suspended; (2) the more prominent the discipline administrator's concern with individual treatment, the greater the likelihood students will be treated leniently and not suspended; and (3) boys, posing as they seem to do a greater threat to the security and good order of the school, will be suspended systematically more frequently than girls. Analysis of quantitative data yielded rudimentary analogue models of the exercise of discretion by each administrator. Each model consists of a set of hypotheses stated verbally and diagrammatically. All hypotheses are grounded in data. (Author/IRT)

ED 136 384

EA 009 299

Carey, Thomas P. Jarvie, John P.

**Bridging the Gap: Defining the Role of Research and Development in the Meeting of Local Curricular Needs.**

Pub Date Apr 77

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Curriculum Planning, Educational Research, Elementary Secondary Education, Information Dissemination, Interinstitutional Cooperation, \*Intermediate Administrative Units, Program Descriptions, \*Regional Cooperation, \*Research and Development Centers, \*Research Utilization, School Systems

**Identifiers**—\*Linkage Agents, Pennsylvania, \*Pennsylvania School Improvement Program

This paper argues that a mix of expertise is required to develop curricula and adapt them successfully to local school districts and outlines the strategies involved in using linking agents or agencies to bridge the gap between research and development (R & D) agencies and local school districts. After an introduction, the second section of the paper describes the roles of the intermediate unit, the linking agent, and the linking agency. Part 3 emphasizes the gap between research and local school districts. The next section defines curriculum, the curriculum planning process, and the roles of the teacher, support staff and resources, the R & D center, and the intermediate unit in curriculum development. The fifth section describes the Pennsylvania School Improvement Program and its attempt to bridge the gap between research and practice. The last



section summarizes the position of the intermediate unit's role in curriculum development and how it can provide the linkage system between R & D and local school districts. (Author/IRT)

**ED 136 385** EA 009 300

**Federal Legislation and Education in New York State.**

New York State Education Dept., Albany.

Pub Date Feb 77

Note—60p.; For a related document, see ED 088 206; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Economically Disadvantaged, \*Educational Finance, Elementary Secondary Education, Equal Education, Facility Improvement, \*Federal Aid, \*Federal Legislation, \*Federal State Relationship, Handicapped Children, Higher Education, Library Services, Veterans Education, Vocational Education, Vocational Rehabilitation

Identifiers—Education Amendments 1976, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, ESEA Title I, ESEA Title IV, \*New York

Recommendations made by the Regents of the University of the State of New York and directed to the first session of the 95th Congress are described in the 1977 edition of the Regents series. The report asks that several federal education programs be reviewed, both with respect to their substantive provisions and the administrative patterns of increased federal intervention. These include a major review of the Elementary and Secondary Education Act including careful appraisal of Title I. Several important revisions of other statutes—vocational rehabilitation, library services, vocational education, and education of handicapped children—should be made to assure effective administration and results. Third, the Congress should address excessive requirements of the Veterans Administration affecting colleges and universities concerning veterans' education programs. Fourth, an appropriation should be made under existing legislative authorities for construction and renovation of educational facilities. (Author/MLF)

**ED 136 386** EA 009 301

**Bond Feasibility Study. Project Identification Committee Report.**

Wichita Public Schools, Kans.

Pub Date May 73

Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Bond Issues, Construction Costs, Educational Finance, Elementary Secondary Education, \*Facility Case Studies, \*Facility Guidelines, \*Facility Requirements, \*School Improvement, School Planning, Tables (Data)

Identifiers—\*Wichita Public Schools KS

A committee, appointed by the Board of Education, was requested to make a comprehensive study of the school building needs of Unified School District No. 259. In an attempt to determine the feasibility of a general bond election to upgrade the public schools, the specific charge to the committee was to evaluate the needs for physical plant improvements. Several reports and input from the administrative staff provided the background for the study. The observations and knowledge of committee members served as the basis for the body of the report. The recommendations for improvements include some general consideration for special needs, and a five-point rating scale to establish priorities. The recommendations in the report are structured in terms of senior high school attendance areas and their corresponding feeder junior high schools and elementary schools. Recommendations have been made for each school and the estimated costs involved are attached in an addendum to this report. (Author/MLF)

**ED 136 387** EA 009 304

**Ginsburg, Alan L. Cooke, Charles**

**Education's Need for Small-Area Low-Income Data with Reference to Title I, Elementary and Secondary Education Act.**

Pub Date Jun 76

Note—8p.; Paper presented at the Conference on Small-Area Statistics (Atlanta, Georgia, August 25, 1975); Pages 30-36 of "Business Uses of Small-Area Statistics and Education's Needs

and Methods for Estimating Low-Income Population: Small-Area Statistics Papers Series GE-41, No. 2." Footnotes may be marginally legible due to small type on original document

Available from—Subscriber Services (Publications), Bureau of the Census, Washington, D.C. 20233, or any U.S. Department of Commerce district office (\$0.90, for complete document—see NOTE for title)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Census Figures, Cost Indexes, Educational Finance, \*Educationally Disadvantaged, Elementary Secondary Education, \*Equal Education, \*Low Income, School Demography, \*State Federal Aid, \*Statistical Data

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

This paper describes the need of educators for small-area data on low-income populations, how it has been met in the past ten years, and some of the steps that have been taken to improve the effectiveness of the data for federal purposes. The first section concentrates on how concern for the low-income pupil is translated into a quantitative formula that permits implementation at the local level. The second section discusses the reasons for the failure of the formula in the original act of 1965, particularly its failure to maintain currency. The next section examines the process of reform and the results that emerged from joint consideration of policy needs and data requirements. Finally, the fourth section explores educational requirements for low-income data in addition to those derived from the program for the disadvantaged that constitutes the primary topic of this paper. (Author/MLF)

**ED 136 388** EA 009 305

**Lucco, Robert J. Meekins, Philip E.**

**Community Involvement in Instructional Programming: Fact or Fiction?**

Pub Date Apr 77

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Community Involvement, Educational Objectives, Elementary Secondary Education, Evaluation Methods, \*Instructional Programs, \*Needs Assessment

Identifiers—\*Virginia (Virginia Beach)

In order to seek clarification of instructional goal priorities, the Virginia Beach, Virginia, school division designed a comprehensive model for the assessment of instructional needs, described in this paper. The principal objectives of the needs assessment include (1) providing a mechanism for the systematic involvement of community residents (both parents and non-parents) in establishing educational priorities; (2) identifying instructional goal priorities commensurate with community concerns; and (3) assisting in the modification of existing instructional programs via participant feedback. The assessment model has five phases, which are planning, design, implementation, evaluation, and modification. (Author/DS)

**ED 136 389** EA 009 306

**Thompson, B. Cunningham, C. H.**

**The Compensatory Potential of Competency-Based Education.**

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, \*Compensatory Education, Measurement Instruments, \*Performance Based Education, Secondary Education, \*Student Attitudes, Student Characteristics

Identifiers—Houston Independent School District TX

This paper summarizes the results of a study of student achievement and student attitudes toward competency-based curriculum in one high school in the Houston Independent School District. Students were asked to rate instructional modules they completed during one academic year. They were given parts of the California Achievement Test and the Vocational Preference Test (intended to measure personality factors), in addition to the Module Opinionnaire. The findings indicate that competency-based education's compensatory potential is not inherently limited by

requirements that students have high reading skills or certain other characteristics. Student ratings of modules on factors labeled "difficult," "useful," and "dull" are but little related to academic skills or personal characteristics of high school students. (Author/DS)

**ED 136 390** EA 009 307

**Ponder, Gerald Doyle, Walter**

**Teacher Practicality and Curriculum Change: An Ecological Analysis.**

Pub Date Apr 77

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Change Strategies, \*Classroom Environment, Curriculum Development, Decision Making, Educational Change, \*Educational Innovation, Information Dissemination, \*Instructional Improvement, \*Teacher Attitudes, Teacher Behavior

Published reports of curriculum innovation were used to develop an analysis of factors contributing to teacher reaction to change proposals. Premised on the theory that a more thorough understanding of naturally existing mechanisms operating in school environments would enhance the development of effective change strategies, the analysis focused on decision-making processes shaped by the ecology of the classroom and forming a cluster of factors labeled as "the ethic of practicality." Three dimensions are discussed: instrumentality, congruence, and cost. These dimensions define the content of the ethic and provide the basis for teacher reaction to proposals for curriculum change. (Author)

**ED 136 391** EA 009 308

**Lutz, Frank W.**

**Elite-Arena Council Behavior and School Boards.**

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Board Administrator Relationship, \*Board of Education Policy, Board of Education Role, \*Boards of Education, Conflict, Decision Making, Politics, \*School Community Relationship, School Superintendents

Identifiers—\*Elitism, \*Representativeness

This paper examines some of the factors involved in the dissatisfaction theory of local school governance. This theory holds that change in school board policy comes about through voter dissatisfaction expressed at the polls, since there is no other way for citizens to express their desires. School board "culture" dictates that the board behave in an elite, unresponsive fashion. The author lists five statements that describe the processes of dissatisfaction theory. (1) There is a culture of school boards that dictates that boards operate in elite fashion. (2) Since most communities are multicultural and varied, it is unlikely that a single point of view about public education will be satisfying over long periods of time. (3) The board and the superintendent view themselves and are seen by the public as a single policy-making unit. (4) The public will turn to the ballot box in an attempt to unseat an incumbent and elect a board member who represents their positions. (5) A new school board member elected because of community dissatisfaction will usually carry a mandate to "get rid" of the superintendent. (Author/DS)

**ED 136 392** EA 009 309

**Craft, John C. Morton, John R.**

**The Assistant Principal: In Quandry or Comfort?**

Pub Date Apr 77

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrator Role, \*Assistant Principals, Career Opportunities, \*Comparative Analysis, Elementary Secondary Education, Job Enrichment, \*Job Satisfaction, \*Job Tenure, \*Occupational Information, Occupational Mobility, Role Conflict, \*Role Perception, Statistical Analysis, Tables (Data)

Data from an urban (Houston, Texas) and a rural (Kansas) sample on the relationship between perceived job satisfaction and career stability of assistant principals are analyzed and compared with the results of earlier findings by

Austin and Brown. There is a significant relationship between job satisfaction and career stability, as well as considerably greater satisfaction and perceived career stability than in the Austin and Brown study. Suggestions are made for further study of the role. (Author/MLF)

**ED 136 393** EA 009 310

*Johnson, Mauritz*  
**Curriculum Scholarship: Refining the Distinction Between Ideology and Theory.**

Pub Date Apr 77

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Curriculum Development, Curriculum Planning, \*Curriculum Research, \*Definitions, \*Educational Researchers, \*Interdisciplinary Approach, Problem Solving, Research Methodology

The purpose of curriculum scholarship is to increase understanding of cause and effect relationships pertaining to curriculum characteristics, development, and utilization. The increased understanding on which these various improvements in educational practice depend can be achieved through a combination of several scholarly approaches. Synergy is promoted by respecting and encouraging the contributions of a multiplicity of methodological stances and then coordinating the various contributions to the solution of the same significant problems. (Author/MLF)

**ED 136 394** EA 009 311

*Howes, Nancy J.*

**A Contingency Model for Predicting Institutionalization of Innovation Across Divergent Organizations.**

Pub Date Apr 77

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Change Agents, \*Change Strategies, Correctional Education, Educational Research, Elementary Education, Failure Factors, Higher Education, \*Models, Multiple Regression Analysis, \*Organizational Change, \*Organizational Theories, Questionnaires, School Districts

This study was undertaken to compare the variables related to the successful institutionalization of changes across divergent organizations, and to design, through cross-validation, an interorganization model of change. Descriptive survey questionnaires and structured interviews were the instruments used. The respondent sample consisted of 1,500 subjects, representative of those individuals in elementary school, higher education institutions, and correctional facilities, who were involved in the change process in their organizations. Data were analyzed through an item analysis, factor analysis, and multiple regression technique. The designed change model predicted more than 60 percent of the variance related to institutionalization of a change program. (Author)

**ED 136 395** EA 009 312

*Barkhurst, M. D. Wolf, W. C., Jr.*

**A Study of Diffusion Practices of Alternative Schools Located in New England.**

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Alternative Schools, \*Diffusion, Elementary Secondary Education, \*Information Dissemination, \*Information Sources, Information Utilization, \*School Demography, Tables (Data)

The process of program initiation and the use and communication of new information and practices of public alternative schools or programs in the New England area were examined. Four research questions were pursued in the study. An ex post facto research methodology, employing mailed questionnaires and personal interviews, was used. The study population included all public alternative schools located within the six New England states, or 67 schools. Information about public alternative school characteristics and operations was obtained; this information may help account for both the rapid proliferation of the concept and its institutionalization. (Author)

**ED 136 396** EA 009 313

*Kirst, Michael W.*

**Policy Implications for Educational Reform: Federal Experimental Schools and California's Early Childhood Education.**

Pub Date Apr 77

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Case Studies (Education), \*Change Strategies, \*Early Childhood Education, Educational Accountability, \*Educational Change, \*Educational Innovation, \*Experimental Schools, Federal Programs, Federal State Relationship, \*Program Evaluation, Rural Schools, Teaching Techniques

This paper analyzes key elements of reform strategies for two programs—the Federal Experimental Schools (E-S) and California's Early Childhood Program (ECE). The paper begins with implications derived from five case studies of rural experimental schools projects. The references to specific cases provide empirical support for the assertions. The pessimistic conclusions from the E-S part are then contrasted with better outcomes from ECE. Outcomes are described in terms of impact on school programs and processes. The focus is the E-S or ECE impact on the content of the educational programs and teaching strategies to which children are exposed; that is, the purposes, intended outcomes, and methods of instruction. The paper concludes with general prescriptions for educational reform. (Author/MLF)

**ED 136 397** EA 009 314

*Carroll, Rebecca E. Cook, J. Marvin*

**An Experiment in the Application of Learning Hierarchies to Curriculum Change in a Large Urban School System.**

Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Analysis of Variance, Behavioral Objectives, \*Curriculum Development, Educational Accountability, \*Educational Experiments, Elementary Education, Elementary School Mathematics, Equivalency Tests, \*Inservice Teacher Education, \*Learning Processes, \*Performance Based Education, Urban Schools Identifiers—Maryland (Baltimore)

A research project conducted during the 1976-77 academic year in the Baltimore City Public Schools is investigating the effect providing staff development to teachers on how to teach with learning hierarchies will have on students' achievement scores and rate of learning. Twenty teachers participating in the study are taking a year-long course on learning hierarchies; half of them are also receiving inservice instruction on teaching with learning hierarchies. The effects on rate of learning and achievement scores are being measured with proficiency tests administered to the students of the teachers in both treatment groups. Early results indicate that the combination of the course plus inservice instruction is more effective than the course alone. (MLF)

**ED 136 398** EA 009 316

*Griffiths, Daniel E.*

**Some Thoughts About Theory in Educational Administration—1975.**

University Council for Educational Administration, Columbus, Ohio.

Pub Date Oct 75

Note—9p.; For related documents, see EA 009 317 and EA 009 321

Journal Cit—UCEA Review; v17 n1 pp12-18, 28 Oct 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Administrative Personnel, Administrator Role, \*Educational Administration, Elementary Secondary Education, \*Organizational Theories, Post Secondary Education, Theories, \*Trend Analysis

This article presents a brief discussion of issues related to the relationship between administrative theory and the practice of educational administration. In particular, the discussion focuses on four questions: 1) Are administrative theories particular or general? 2) Is theory a guide to action for administrators? 3) What is the place of theory in the preparation of practitioners? and 4)

What should be the new directions in theory development? The author concludes his discussion by arguing that administrative theory has not thus far achieved its promise of providing a solid base for the practice of educational administration. (JG)

**ED 136 399** EA 009 317

*Greenfield, T. Barr*

**Theory About What? Some More Thoughts About Theory in Educational Administration.**

University Council for Educational Administration, Columbus, Ohio.

Pub Date Feb 76

Note—7p.; For related documents, see EA 009 316 and EA 009 321; Best copy available

Journal Cit—UCEA Review; v17 n2 pp4-9 Feb 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Administrative Personnel, \*Administrator Education, \*Educational Administration, Elementary Secondary Education, \*Organizational Theories, Post Secondary Education, \*Research Needs, Theories

This article is a response to an earlier article, in which Daniel E. Griffiths argued that improved "homework" by organizational theorists offers a realistic prospect for establishing "a solid theoretical base for educational administration." This article argues that theory in administration treats the external trappings of organizations but fails to come to grips with their ideological content. The discussion focuses on four questions: 1) What are organizations? 2) What is theory in organizational studies? 3) How should organizational research proceed? and 4) What are the implications for training administrators? (Author/JG)

**ED 136 400** EA 009 318

*Ianni, Francis A. J.*

**Field Research and Educational Administration.**

University Council for Educational Administration, Columbus, Ohio.

Pub Date Feb 76

Note—5p.

Journal Cit—UCEA Review; v17 n2 pp10-13 Feb 76

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Anthropology, \*Educational Administration, \*Educational Anthropology, \*Educational Research, Educational Theories, \*Field Studies, Research Methodology

The growing interest in the anthropological approach to educational research raises some issues about the nature of educational anthropology and traditional educational research. The nature of these two methods of inquiry is different in that anthropology demands that the researcher use the field as the bases for theoretical, methodological, and even operational development. In traditional educational research, the researcher begins with an existing theory; analysis of data follows a pattern that was part of the original design based on the already existing theory. Educational administration is an applied profession. It has a unique field of social action that can be identified and subjected to observation and analysis. The use of field research techniques, which characterize the anthropological approach, is particularly important as a means of first establishing and then validating a theory of educational administration practice. (Author/DS)

**ED 136 401** EA 009 320

*Weatherman, Richard F. Wolf, Judith M.*

**A Model of Competency-Based Training of Special Education Administrators.**

University Council for Educational Administration, Columbus, Ohio.

Pub Date Jan 77

Note—4p.

Journal Cit—UCEA Review; v18 n2 pp9-11 Jan 1977

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Administrative Personnel, \*Administrator Education, \*Educational Administration, Higher Education, \*Models, \*Performance Based Education, Program Descriptions, Special Education

**Identifiers—**\*Special Education Administration Training Program

This paper briefly describes the Special Education Administration Training Project (SEATP), a competency-based model for training leaders in the field of special education. Although part of the discussion deals with particular facets of the

SEATP model, much of it outlines basic characteristics that are shared by other competency-based training models as well. The authors focus in turn on what they consider unique characteristics of a competency-based training model, including 1) individualized instruction, 2) constant feedback of a self-correcting nature to the learner, 3) ongoing program evaluation, 4) empirically derived performance objectives, and 5) diverse training possibilities. (Author/JG)

**ED 136 402** EA 009 321

Gibson, R. Oliver  
*Reflections on a Dialogue.*  
University Council for Educational Administration, Columbus, Ohio.

Pub Date Jan 77

Note—6p.; For related documents, see EA 009 316 and EA 009 317; Best copy available  
Journal Cit—UCEA Review; v18 n2 pp35-39 Jan 1977

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Educational Administration, Elementary Secondary Education, Literature Reviews, \*Models, \*Organizational Theories, Post Secondary Education, Theories  
The debate embodied in Daniel Griffiths' October 1975 article and T. Barr Greenfield's responding article in February 1976 illustrates the dispute between the "naturalistic" and "phenomenological" views of organizational theory, respectively. The binary opposition of naturalistic and phenomenological approaches is wrong-minded; a much more useful approach is to see them as complementary. Personal experience and critical analysis both lead to an appreciation of the traditional "scientific" contribution of the naturalistic approach and the "humanizing" influence of phenomenology. On this basis, both theorizing and the preparation of researchers and practitioners in educational administration can be advanced by a conceptualization that formulates social action as a dialectical synthesis of scientific and humanistic modes of analysis. The approach may be captured under the broad label of scientific humanism. (Author/JG)

**ED 136 403** EA 009 322

*Overnight Hearings on the School Lunch Program.*  
Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.  
Pub Date 76

Note—782p.; Hearings held in Ashland, Ky., February 20, 1976; Washington, D.C., June 17, 24, 30, July 22, 1976; Hialeah, Fla., July 24, 1976; Washington, D.C., August 2, 9, 25, 26, 30, 31 September 1, 2 and 30, 1976; Not available in hard copy due to marginal legibility of parts of document

**EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.**

Descriptors—Breakfast Programs, Citizen Participation, Elementary Secondary Education, Family Income, \*Federal Legislation, \*Food Service, Food Service Workers, Food Standards, Legislators, \*Lunch Programs, Meetings, Nutrition, Nutrition Instruction, Prediction, \*Program Effectiveness, Public Health, State Federal Aid, Student Participation

Presentations and prepared statements, letters, and supplemental material recorded at 15 Congressional hearings are contained in this document. The purpose of the hearings was to review the school lunch and school breakfast programs and see that these programs function as Congress intended. Statements are recorded from school principals, nurses, nutritionists, food service directors, students, public health officials, and others closely involved with these programs. Topics discussed in the document include food nutritional quality, summer feeding program, percentages of children actually participating in the program in different school districts, amount of plate waste and measures taken to reduce this, and procedures to prevent identification of students receiving the free or reduced rate lunch. Also discussed were the status and problems involved with the Kentucky WIC program, the women, infants, and children supplemental foods program. The program provides selected nutritious foods for pregnant and post-partum women, infants,

and children under five years of age, who are found to be in need of these foods to improve their health status. (MLF)

**ED 136 404** 88 EA 009 323

Sanders, Stanley G., Ed. *And Others*  
*Project ORDER: Reorganizing a Middle School for Responsibility, Dependability, Education and Reality.*

North Forest Independent School District,

Houston, Tex.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 77

Note—36p.; For related documents, see EA 009

182-183

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Curricular Activities, Curriculum, Facilities, Instructional Staff, \*Middle Schools, Minority Group Children, \*Program Descriptions, \*Program Evaluation, School Administration, School Community Relationship, \*School Organization, Secondary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This program description of Project ORDER outlines the design of the reorganization of the B. C. Elmore Middle School in the North Forest Independent School District, Houston, Texas. The school is located in a low economic, predominantly black neighborhood. Prior to Project ORDER, the school experienced a fairly high incidence of disorderly student behavior and disruption, which has since diminished. This paper describes the reorganization of the middle school's administration and instructional staff, its curriculum and extracurricular activities, its changes in facilities and in student body organization, and its actions to improve school community relations. Evaluation of the program shows clear evidence of success. In addition to improvement of student behavior, students' attitudes toward school are more positive, and attendance is up. (Author/DS)

**ED 136 405** EA 009 324

Finch, Harold L.

*Enrollment Trends, Implications and Forecasting Techniques.*

Pub Date 23 Feb 77

Note—19p.; Paper presented at the National Academy for School Executives (American Association of School Administrators) Institute on Coping with Declining Enrollment (Las Vegas, Nevada, February 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Cohort Analysis, Elementary Secondary Education, \*Enrollment, \*Enrollment Trends, \*Prediction, Predictive Measurement, Research Methodology, \*Simulation, Trend Analysis

Identifiers—Analytical Simulation Approach, Cohort Survival Technique (Modified)

This paper discusses two approaches that are well adapted to school district enrollment forecasting and related planning studies. The author focuses in turn on two enrollment forecasting methods—the Analytical Simulation Approach, and the Modified Cohort Survival Approach. After briefly describing each forecasting method, he presents a short case study that illustrates the use of that method for enrollment forecasting. (JG)

**ED 136 406** EA 009 325

MacNab, G. L.

*A Model for Determining Costs of School Programs.*

Ottawa Board of Education (Ontario). Research Centre.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Apr 77

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Cost Effectiveness, \*Educational Administration, Elementary Secondary Education, \*Management Systems, \*Models, \*Program Costs, Program Evaluation

A model is outlined that generates program costs and indicates the relative contribution of the various dimensions of a program to costs. The model says that there is no direct relationship between costs and learning, but that program (and school) parameters intervene. Some of these

parameters have costs associated with them, but these are not necessarily salient in predicting learning differences. The model, still incomplete, indicates relationships among cost-related parameters and shows how program costs may be generated or predicted from them. (Author)

**ED 136 407** EA 009 326

*An Analysis and Critique of the 1974-1975 New York State Education Aid Formula. Working Note No. 3.*

New York City Board of Education, Brooklyn, N.Y.

Pub Date 4 Apr 75

Note—236p.; Prepared by the Office of the Deputy Chancellor, Educational Policy Development Unit

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Educational Finance, Elementary Secondary Education, \*Equal Education, \*Foundation Programs, Incentive Grants, \*Resource Allocations, \*State Aid, Tables (Data), \*Tax Effort, Tax Rates, Urban Education

Identifiers—New York (New York)

The purpose of this report is to explain and examine the 1974-75 state education aid formula in light of two questions concerning equity: Are the pupils attending the public schools of New York City denied equal educational opportunities because of inequities in the state system of financing public education? If the state system is inequitable, what changes should be considered in reforming the system? Sections of the report examine the state aid philosophy, state aid formulas, the New York formula, and the fairness of the state formula in respect to New York City. The report concludes that the formula is discriminatory. It advocates full state funding. Several short-term reforms are suggested in the event that full state funding is not acceptable. (Author/IRT)

**ED 136 408** EA 009 328

*Seniority and Layoffs: A Review of Recent Court Decisions and their Possible Impact on the New York City Public School System. Working Note No. 1 in a Series: Assuring Equal Employment Opportunities in the City School District of New York.*

New York City Board of Education, Brooklyn, N.Y.

Pub Date Nov 75

Note—128p.; Prepared by the Office of the Deputy Chancellor, Educational Policy Development Unit

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Boards of Education, Court Cases, \*Court Litigation, Elementary Secondary Education, \*Equal Opportunities (Jobs), \*Federal Legislation, Industry, \*Job Layoff, \*Racial Discrimination, Sex Discrimination, Tables (Data), \*Teachers, Urban Education

Identifiers—\*Civil Rights Act 1964 Title VII, New York (New York)

As a result of the Civil Rights Act of 1964 and numerous federal district court rulings, during the last 10 years many employers have actively recruited and hired individuals from the groups that previously suffered the most from job discrimination. A conflict is now arising between the need for equal job opportunities and seniority-based job layoffs. The "last in first out" (LIFO) layoff procedure is facing legal tests. In the private sector, the courts are willing to intrude on LIFO systems only if there is clear and convincing evidence that recently hired minority group employees have sustained personal injury as a result of their employer's prior discrimination. The situation is less clear in the public sector. This document presents an overview of the conflict between equal opportunities and seniority-based layoffs, outlines provisions of Title VII of the 1964 Civil Rights Act, and reviews court cases in the public and private sectors. Numerous tables are included, and an appendix presents abstracts of the cases referred to in the report. (Author/IRT)

**ED 136 409** EA 009 329

*The Impact of the 1975-1977 UFT-Board of Education Contract on Class Size, Maximum Pupil-Teacher Ratios and the 1975-1976 Allocation Formulae. Policy Paper No. 4.*

New York City Board of Education, Brooklyn, N.Y.

Pub Date 19 Sep 75



Note—96p.; Prepared by the Office of the Deputy Chancellor, Educational Policy Development Unit

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Budgeting, \*Class Size, Elementary Secondary Education, Equalization Aid, Negotiation Agreements, \*Resource Allocations, Staff Utilization, State Legislation, \*Student Teacher Ratio, Teacher Salaries, \*Teaching Load, Urban Education  
Identifiers—\*New York (New York)

This paper presents the revised 1975-76 allocation of funds for instructional services and capital note items. The revisions were necessary because of the impact of the 1975-77 agreement between the city board of education and the American Federation of Teachers local on obligatory teacher staffing patterns (such as minimum pupil-teacher ratios required to hold class sizes below contractual limits). A key feature of the agreement is the requirement that teachers employed in Title I schools waive two preparation periods. Although this modification will result in more effective use of teachers, it will not obviate the drastic cutbacks in services that must be made as a result of reductions in the amount of money budgeted to instructional services. Numerous charts are included. (Author/IRT)

**ED 136 410 EA 009 333**

Wittig, Oliver B., Jr.  
Development of Guidelines, Policies, and Procedures for Alternative Credit Programs in Anne Arundel County Senior High Schools.

Pub Date Jul 76

Note—119p.; Mini Practicum submitted in partial fulfillment of the requirements for the degree of Ed. D., Nova University; Pages 78-90, 92, and 117A-124 of the Appendixes were removed due to nonreproducibility

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Credits, \*Educational Alternatives, \*Graduation Requirements, Guidelines, Program Descriptions, \*Program Development, Program Evaluation, Senior High Schools  
Identifiers—\*Anne Arundel County Schools MD

This practicum reports on the conceptualization, development, testing, and implementation of the guidelines, procedures, and a model for alternative programs for earning graduation credit. New requirements for graduation were adopted by the Maryland State Department of Education in November, 1974, but the development of specific policies and guidelines for these optional credit experiences was the responsibility of each of the local county school systems. The development of the guidelines and procedures was begun by a representative committee of school and central office personnel early in the 1975-76 school year, and the model was formatively evaluated by potential participants. The completed report—policies, guidelines, procedures, and model—was accepted by the Anne Arundel County Board of Education in July, 1976, and approved for implementation in the senior high schools in September, 1976. The guidelines and procedures were also made part of two other county programs—in experienced-based career education and in an internship experience with the county government. (Author)

**ED 136 411 EA 009 334**

Perry, James A.  
A District In-Service Training Program Designed to Improve the Opinion of District Staff and Students Toward the District's Continuation High School.

Pub Date Jan 77

Note—78p.; Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Ed. D., Nova University; Appendixes C through J were deleted due to nonreproducibility

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Alternative Schools, Attitudes, \*Educational Alternatives, Nonprofessional Personnel, Program Descriptions, Questionnaires, School Surveys, Senior High Schools, \*Student Attitudes, Tables (Data), \*Teacher Attitudes, Teacher Morale  
Identifiers—\*Delano Joint Union High School District CA

The purpose of this practicum was to improve the opinions of the Delano Joint Union High School District's staff and selected students toward Valley Continuation High School. The sample consisted of 524 students and 187 district

certified and classified employees. Techniques used to effect the change of attitudes were a tour of the school, an orientation presentation covering continuation education in general and the Valley High School specifically, a series of articles in the local papers, a "rap session" covering questions and concerns about the school and continuing education, the distribution of brochures and newsletters published by the school, the posting of information on Valley High School at the Delano High School campus, and access to a rumor-control hot line. The program's objectives were accomplished. (Author/IRT)

**ED 136 412 EA 009 335**

Compendium of Materials on Zero-Base Budgeting in the States. 95th Congress; 1st Session. Committee Print.

Congress of the U.S., Washington, D.C. Senate Committee on Government Operations.  
Pub Date Jan 77

Note—392p.; Prepared by the Subcommittee on Intergovernmental Relations; Not available in hard copy due to small print size of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Budgeting, Finance Reform, \*Program Budgeting, Resource Allocations, \*State Programs  
Identifiers—\*Zero Base Budgeting

This is a collection of 16 articles on zero-based budgeting (ZBB), dealing primarily with the practice as it occurs in the states. Included is a lengthy report on ZBB practices in the states based on a survey conducted by the National Association of State Budget Officers and the Congressional Research Service. (IRT)

**ED 136 413 EA 009 336**

Jenkins, Andrew E., III  
Reducing Classroom Discipline Problems Among Twenty Selected Classroom Teachers at Hamilton Junior High School.

Pub Date Jul 76

Note—141p.; Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Ed.D., Nova University; Not available in hard copy due to marginal legibility of original document—portions of appendixes are illegible

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Discipline, Inservice Programs, \*Inservice Teacher Education, Junior High Schools, Literature Reviews, Objectives, \*Program Descriptions, Program Evaluation, Self Evaluation, \*Staff Improvement, \*Student Behavior, Students, Tables (Data), \*Teacher Behavior, Teacher Evaluation, Teaching Methods

When faced with the task of creating discipline in a junior high school where he was made principal, the author isolated the students and faculty who were involved in the most discipline referrals. He created a program that grouped the students with the most referrals in an interdisciplinary cluster. The program's performance objectives for both the students and the teachers are presented along with the teacher development program and the students' curriculum. The teacher development program focused on self-evaluation and teaching methods that take into consideration student attitudes and abilities. (IRT)

**ED 136 414 95 EA 009 337**

Hymel, Glen M. Gaines, W. George  
An Investigation of John B. Carroll's Model of School Learning as a Basis for Facilitating Individualized Instruction by Way of School Organizational Patterning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 8 Apr 77

Grant—NE-G-00-3-0167

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Academic Achievement, Feedback, Individualized Instruction, \*Mastery Learning, \*Nongraded System, Secondary Education, Tables (Data), Teaching Quality  
Identifiers—\*Carroll (John B)

Varied attempts by educators to individualize the instructional process in a classroom setting are quite frequently hindered or facilitated by the vertical pattern of organization—graded or nongraded—under which a given school functions. The nongraded school allows for the progression of a student through the contents of a given subject independent of any fixed time boundaries. By virtue of its concern with the time factor in learning, John B. Carroll's model of school learning appears to be a viable theoretical basis for making decisions regarding the facilitation of individualized instruction via school organizational patterning. In this study the Carroll model was (a) utilized as a framework for individualizing instruction in a nongraded setting and (b) investigated as a theoretical basis for educational decisions relative to individualized instructional strategies and school organizational patterning. Measures of degree of learning and perseverance were recorded under two levels of quality of instruction and three levels of ability to understand instruction. The employment of a mastery learning strategy encompassing feedback/correction procedures served to differentiate between the two treatments. The findings of the investigation supported Carroll's hypothesized interaction as well as additional hypotheses inherent within the model. (Author)

**ED 136 415 EA 009 338**

Murphy, Joseph A.  
The School Election in Illinois.  
Illinois Association of School Boards, Springfield.  
Pub Date 77  
Note—87p.

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$6.00, quantity discounts, purchase order requested on billed orders, payment requested with orders under \$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Guides, \*Board Candidates, \*Boards of Education, \*Elections, Elementary Secondary Education, \*Lawyers, Records (Forms), School Systems, State Legislation  
Identifiers—\*Illinois

This is a description of a mythical election of mythical school board members in a mythical district in Illinois. The law, however, is based in Illinois statutes and court cases. The book is divided into four major sections, each of which is addressed to one of the important functionaries in the election process. The largest part is addressed to the secretary of the board of election. It takes him through the mythical election on a chronological basis. The foundation for this portion is the calendar of events, which is presented here. Sections also address the candidate for the board, the election judges, and the school attorney. Numerous legal forms are illustrated and key concepts are highlighted. (Author/IRT)

**ED 136 416 EA 009 339**

Nighswander, James K.  
The Perceived Effects of Teacher Collective Bargaining on Schools and Colleges—A Survey of North Central Association Administrators. Final Report.

North Central Association of Colleges and Schools, Chicago, Ill. Commission on Research and Service.

Pub Date Apr 77

Note—105p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Role, \*Collective Bargaining, Community Colleges, Educational Problems, Educational Quality, Elementary Secondary Education, High Schools, Junior Colleges, \*Principals, \*School Superintendents, \*Surveys, Tables (Data)

Identifiers—\*Community College Presidents, \*North Central Association of Colleges and Schools

This investigation focused on two basic areas: (1) administrators' ratings of their institutions, job roles, and educational problems and issues, and (2) the perceived effects of collective bargaining on schools and colleges. The study sample included high school principals, school superintendents, and community college presidents within the 19-state North Central Association region. The results showed that administrators on

all three levels highly rated their schools and colleges on important quality variables. Collective bargaining has apparently had minimal impact on students or instructional programs. But administrators perceived far more negative rather than positive effects associated with collective bargaining. In fact, the only positive effects of collective bargaining, in the opinion of these administrators, have accrued to teachers in the form of salary increases, fringe benefits, and improved working conditions. The author concludes that the collective bargaining process has had either a neutral or, in some cases, a negative effect on the education enterprise, but not a positive one. (Author)

ED 136 417 EA 009 340

**Financial Management of Overseas Dependents Schools. Department of Defense. Report to the Committee on Appropriations, United States Senate.**

Comptroller General of the U.S., Washington, D.C.

Report No.—FPCD-77-7

Pub Date 16 Feb 77

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Centralization, Costs, Elementary Secondary Education, Management, Schools, \*Student Teacher Ratio, Student Transportation, \*Teacher Salaries

Identifiers—\*Overseas Dependents School System  
The General Accounting Office reviewed the overseas dependents school system to determine how schools for children overseas compare with schools in the United States in the areas of teacher salaries, student-teacher ratios, and cost of operations; if costs can be reduced; and whether the Department of Defense is complying with the congressional directive to centralize management. Teacher salaries and the student-teacher ratios in the two school systems compare favorably, but overseas schools incur costs that are unique to them and not all of these costs have been identified and reported. In some countries costs can be reduced by employing more United States citizens rather than foreign nationals primarily because of additional tax revenue from the incomes of citizens. It was recommended that the Office of Dependents Schools revise functions assigned to school officer personnel; identify and report all costs of operating the schools; set up a new accounting system; ensure that cost and budget information is reliable; and initiate programs to employ more United States citizens and dependents and find alternative means of providing bus transportation that would reduce overall costs of overseas schools. (Author/IRT)

ED 136 418 EA 009 341

**S.O.M. A Simulation Model of the Educational System. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 10 Mar 70

Note—125p.; For a related document, see ED 110 044

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Capital Outlay (for Fixed) Assets, Educational Resources, Elementary Secondary Education, \*Enrollment Projections, Expenditures, Flow Charts, \*Mathematical Models, \*Prediction, Program Descriptions, \*Simulation, Space Utilization, Teacher Salaries, \*Teacher Supply and Demand

Identifiers—\*Simulation Option Model

The Simulation Option Model (SOM) was developed as part of the Centre for Educational Research and Innovation work on educational planning. Its two main purposes are to be an analytical tool for the project on Educational Growth and Educational Opportunity and to be a direct contribution to member countries' own work in these areas. The model includes predictions about future numbers of students in various parts of the system and outflow from the educational system; future resource requirements, both physical and monetary; future supplies of teachers in various categories; and future relationships between teacher supply and teacher requirements. The paper provides a brief overview of the model's submodels—flow, resource, teacher supply, and teacher comparison—and of an application study. Appendixes provide more detailed information, including flow charts. (Author/IRT)

ED 136 419

Yagielski, John

**Budget Manual. Zero-Base Budgeting.**

Greece Central School District, Rochester, N.Y.

Pub Date 75

Note—45p.; For a related document, see EA 009 343

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Budgeting, Costs, Decision Making, Elementary Secondary Education, \*Manuals, Program Budgeting, Records (Forms), School Systems

Identifiers—\*Zero Base Budgeting

With the introduction of zero-base budgeting (ZBB), the district took a major step toward providing more and better information on which to base allocation decisions. This manual provides an overview of the complete process to be used in formulating the budget for the second fiscal year during which ZBB is to be used. The formulation of decision packages and their structure is emphasized. A decision package identifies a discrete program, service, function, or operation in a manner designed to provide management, the board of education, and the community with a meaningful basis for evaluation and comparison. It should contain information on the purpose of the program, service, function, or operation; means for measuring success; characteristics of the operational environment, including external and internal considerations; alternative courses of action in terms of various ways, methods, and techniques of achieving a given level of service or effort, and a range of levels of service; meaningful consequences of selecting between alternatives; and a measure of costs and benefits. A timetable, forms, and various attachments are included. (Author/IRT)

ED 136 420

Yagielski, John

**Zero-Base Budgeting.**

Greece Central School District, Rochester, N.Y.

Pub Date 75

Note—49p.; For a related document, see EA 009 342

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Budgeting, Elementary Secondary Education, Program Budgeting, \*Program Descriptions, School Systems

Identifiers—\*Zero Base Budgeting

In outline form, this document presents basic information on the school district, the reasons the district considered zero-base budgeting (ZBB), the formation and membership of the advisory School Cost Analysis Team, the district's investigation of the ZBB concept, an overview of the ways the district used the ZBB process, the identification of decision packages, the decision package form and its coding, the development and selection of alternatives in the process, the problems the district encountered in initiating the program, the changes to be made for the following year, and what the district learned from the process. (IRT)

ED 136 421 95 EA 009 344

**Alternatives to Suspension. The Best of ERIC, Number 27.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Court Litigation, Discipline Policy, \*Educational Alternatives, Elementary Secondary Education, School Law, Students, \*Suspension

The 12 sources cited here deal with several approaches to student suspension, including inhouse suspensions, the legal aspects of suspensions, and the prevention of the discipline problems that cause students to be suspended. (IRT)

ED 136 422

Miskel, Cecil And Others

**Bureaucratic Structure, Organizational Processes, and Three Dimensions of School Effectiveness.**

Pub Date Apr 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

EA 009 342

Descriptors—\*Academic Achievement, Administrative Personnel, Bureaucracy, Decision Making, Elementary Education, \*Job Satisfaction, \*Organization, \*Organizational Effectiveness, Statistical Analysis, Tables (Data), Teacher Administrator Relationship, \*Teacher Attitudes, Teacher Participation, Teachers

The purpose of this study was to test the hypotheses that schools with more participative processes and less structure have higher levels of perceived organizational effectiveness, teacher job satisfaction, and student achievement than schools with less participative climates and more structure. A sample of 114 school units and 1,632 teachers participated by completing questionnaires and by furnishing achievement scores. The data were collected by the research team. The results of the multiple stepwise regression analysis procedures provided partial support for the hypotheses. (Author)

ED 136 423

Stewart, David A. Miskel, Cecil

**Changing the Organizational Structure to Affect Perceived Bureaucracy, Organizational Processes, Loyalty, Job Satisfaction, and Effectiveness.**

Pub Date Apr 77

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Organization, Bureaucracy, \*Decentralization, Decision Making, Elementary Secondary Education, \*Job Satisfaction, \*Organization, Organizational Climate, \*Organizational Effectiveness, Principals, Statistical Analysis, \*Teacher Attitudes, Teacher Participation, Teachers

Schools are functioning in an era of rapid change and increasing mobility. In an effort to mobilize the organizational structure to meet the standards being dictated by society, the school district reorganized the administrative structure to emphasize decentralized decision-making for direct educational functions. The hypothesis was made that teachers would perceive a change in bureaucratic structure, organizational processes, and school effectiveness. A single classification of variance procedure across the pretest and post-test scores for the 19 dependent variables revealed limited support for the hypothesis. (Author)

ED 136 424

Sederberg, Charles H. Hendrix, Vernon L.

**Monitoring Achievement of Educational Governance/Management Policy Goals.**

Pub Date Apr 77

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Objectives, \*Educational Policy, Elementary Secondary Education, Enrollment Trends, \*Equal Education, Equalization Aid, \*Expenditure Per Student, Field Studies, Models, Performance, Public Policy, School Systems, \*State Aid, \*State Legislation, Statistical Analysis, Tables (Data)

Identifiers—\*Minnesota

This paper reports on a field test of a system for monitoring the achievement of selected educational governance/management goals. The study entailed (1) collection of enrollment, revenue, expenditure, and teacher assignment data from a stratified random sample of Minnesota districts for a seven-year period, 1969-70 through 1975-76; (2) reduction of data into indicators of demand, resource appropriation, resource allocation, and service capability; and (3) testing selected hypotheses to assess the sensitivity and effectiveness of the system or tentative model. The hypotheses tested were concerned with state-local share of school revenue, equalization of expenditures, and equal access to educational services. The stratification of the sample allowed consideration of the effects of enrollment size, wealth (property valuation per weighted pupil unit), level of expenditure, and enrollment trends on unit revenues, unit costs, and service capability. The importance of this research and development effort lies in its attempt to establish a system whereby the impact of state-level legislative and regulatory policies on public school districts can be monitored. The major conclusion of the study was that the proposed system indicated sufficient sensitivity to merit further development. (Author/IRT)

## ED 136 425

EA 009 349

Owens, Thomas R. Hiscos, Michael D.  
Alternative Models for Adversary Evaluation:  
Variations on a Theme.

Pub Date Apr 77

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Pages 23-24 may not reproduce clearly due to small print size

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies (Education), Elementary Secondary Education, \*Evaluation Methods, Higher Education, Models  
Identifiers—\*Adversary Evaluation

Growing dissatisfaction with conventional evaluation approaches to dealing with complex social phenomena has led evaluators to search out alternative evaluation models. Exclusive reliance on the experimental model and the logic of statistical inference has been seriously attacked on philosophic, technical, and pragmatic grounds. This paper deals with existing problems in traditional evaluation and presents a rationale for exploring alternative approaches, along with a brief case study description of six applications of adversary evaluation using the judicial and debate forms. Some common features noted in the six adversary evaluation case studies were 1) better communication between evaluators and decision makers, 2) greater attention to the formulation of key evaluation issues, and 3) increased concern for meta-evaluation. The authors conclude with seven unresolved issues in adversary evaluation. (Author)

## ED 136 426

EA 009 350

Owens, Thomas R. Haenn, Joseph F.  
Assessing the Level of Implementation of New Programs.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adoption (Ideas), \*Career Education, Check Lists, \*Educational Innovation, Elementary Secondary Education, \*Evaluation Methods, Measurement Instruments, \*Measurement Techniques, Program Descriptions, \*Program Evaluation, Secondary Education, Vocational Education

Identifiers—\*Experience Based Career Education  
Attention of research and evaluation specialists has often focused on methodology for assessing program outcomes with less attention given to techniques for describing important characteristics of a program or methods for assessing the degree to which a program may faithfully reflect a particular model. The purposes of this paper are to describe a rationale for assessing the degree of program implementation, to identify some common misperceptions regarding program fidelity, and to discuss approaches used in assessing the degree of program implementation of a large-scale career education program called Experience-Based Career Education (EBCE). The authors' experiences in developing and using an EBCE Essential Characteristics Checklist and an EBCE Process Checklist in pilot sites in four states are described. Attention is also given to alternative uses of instruments that assess program implementation that can be made by program staff and by evaluators. (Author)

## ED 136 427

EA 009 351

Evenson, Jill Banker, Nancy  
Utility of Community-Based Learning Resources.

Pub Date Apr 77

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Education, Community Involvement, \*Community Resources, Experimental Programs, \*Models, School Community Cooperation, \*School Community Programs, Secondary Education, \*Tables (Data)

Identifiers—\*Experience Based Career Education  
An increasing number of high school programs are turning toward activities outside the classroom as a source of student learning experiences. One form of organization for such learning is Experience-Based Career Education (EBCE), which provides a link between the academic classroom and vocational education through the use of a "resource pool" of community participants. This

study focuses on the resource pools of three schools that decided to implement high fidelity EBCE programs. The main objectives of the study were to increase knowledge about the nature of resource pools and analyze their effectiveness as learning environments. It also demonstrated techniques for locating worthwhile data about such resource pools and helped identify areas where more information is needed. Among results of the study were the findings that resource persons and resource organizations will maintain interest in the program over time, and that underutilization of resources frequently exists. (Author/JG)

## ED 136 428

EA 009 352

Morris, Lee A. And Others

Open Education: Achievement and Affective Impacts.

Pub Date Apr 77

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, Affective Tests, Classroom Environment, Elementary Education, \*Evaluation Methods, Measurement Techniques, \*Open Education, \*Program Evaluation, Statistical Analysis, \*Student Attitudes, Tables (Data), \*Teacher Attitudes

The effects of classroom environment on students' achievement and perceptions of their learning environment were studied. The learning environment was categorized according to teachers' scores on the Open Education Teacher Questionnaire (OETQ). The scores on the OETQ were trichotomized to permit the formation of three groups—conventional, medium open, and high open. Achievement and student perception of the learning environment were measured by the Metropolitan Achievement Test and My Class Inventory. The data were analyzed by using a series of 3 x 1 ANOVAs. There were seven significant findings, all of which favored students in high-open and/or medium-open environments. (Author)

## ED 136 429

EA 009 353

Walker, William G.

Values, Unorthodoxy and the "Unscientific" in Educational Administration Research.

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Administration, Elementary Secondary Education, \*Organizational Theories, Post Secondary Education, Research Needs, \*Scientific Attitudes, Scientific Methodology, \*Social Science Research

An understanding of the organization called "school" is dependent not primarily on "scientific" constructs, but on sets of values and other phenomena that elude precise measurement and yet influence people's behavior. These phenomena have been largely ignored by researchers in educational administration. The social sciences have tended to dominate research into educational administration. However, the generally accepted "ideal" scientific approach provides only a partial explanation of the behavior of participants. Definitions of the word "theory" have tended to be based on the hypothetico-deductive approach; we have tended to ignore the argument that science also progresses by the contribution of courageous individuals who put forward irreverent, unorthodox ideas. (Author/JG)

## ED 136 430

EA 009 354

Widmer, Jeanne Louth

Innovations and Bureaucracies: A Reexamination of Diffusion Strategies for State and Local Systems.

Pub Date Apr 77

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Adoption (Ideas), Bureaucracy, \*Change Strategies, \*Diffusion, \*Educational Innovation, Elementary Secondary Education, Models, State School District Relationship, Tables (Data)

## Identifiers—Massachusetts

This is a follow-up study of an extensive three-year investigation of variables responsible for school district adoption of innovative programs. The follow-up study was designed to provide new data and strategies relating to 1) the extent to which those programs originally adopted have survived, 2) the extent to which state or federal agency support has contributed to this survival, 3) the extent to which the state has translated the successes of one program to others, 4) the impact of the changing economy/shrinking school population on program adoption, and 5) the role of significant early study variables on continued survival of innovative programs. (Author)

## ED 136 431

EA 009 355

Corway, James A.

Power and Participatory Decision Making in Selected English Schools.

Pub Date Apr 77

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Role, Bibliographies, \*Decision Making, Elementary Secondary Education, Principals, \*School Surveys, \*Teacher Administrator Relationship, \*Teacher Attitudes, \*Teacher Participation  
Identifiers—\*England

This study investigated the relationship between the power of English school heads and the participation of teachers in school decision-making. Specific objectives of the study were 1) to determine the type and extent of teacher participation in school decision-making, 2) to examine the relationship between teacher status within the school and frequency of teacher participation in decision-making, and 3) to analyze any differences between present and desired decision-making participation by teachers. Data were gathered from questionnaires completed by school personnel from a sample of nine schools in northwest England. The author's analysis indicated that school heads have tended to retain control of both physical and human resources, at the same time as there has been a development toward participative management. (JG)

## ED 136 432

EA 009 356

Passow, A. Harry

High School Reform: Current and Historic Perspectives.

Pub Date Apr 77

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Assessment, \*Educational Change, Educational History, \*Educational Problems, Futures (of Society), \*High Schools, Secondary Education

This paper commences with a brief history of reforms in secondary education and the studies of various groups that inspired them. Despite almost a century of criticism and reform proposals, the high school continued until this decade to be a highly regarded community institution. Reflecting the present loss of prestige suffered by high schools, current criticism of secondary education ranges far and wide. A few areas of current concern include the apparent decline in student achievement, the inadequacy and inappropriateness of curricula, and the isolation of the high school. This paper summarizes current trends in recommended educational reform and examines the future of secondary education. (Author/DS)

## ED 136 433

EA 009 357

Pittman, Silas

A Model Collective Bargaining Procedure for Use by Educators in Small and Medium Sized Counties in Florida.

Pub Date Feb 76

Note—269p.; Maxi II Practicum submitted in partial fulfillment of the requirements for the degree of Ed.D., Nova University; Parts of Appendixes may not reproduce due to marginal legibility of original

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Change Strategies, \*Collective Bargaining, Contracts, Elementary Secondary Education, \*Government Employees, \*Models, Program Descriptions, \*Program Development, \*Teacher Employment

Identifiers—\*Columbia County Public Schools FL, Florida



This report describes a practicum project that designed, developed, and implemented a model collective bargaining procedure for use by educators in small and medium-sized districts in Florida. Section 1 of the report presents a brief historical perspective on collective bargaining for teachers in the U.S. and public employee bargaining in Florida, and discusses results of a survey on the present collective bargaining status of teachers in small and medium-sized counties in Florida. Section 2 gives detailed information on the design, development, approval, and adoption of the model procedure. Section 3 deals with the actual implementation of the procedure in Columbia County, Florida. Appendix A contains the model collective bargaining procedure and Appendix Q contains a copy of the Columbia County master contract that was negotiated using the model procedure. Although the model procedure reflects present conditions and legislation in Florida, the process used to develop and implement the model may be useful to educator groups in other states as well. (Author/JG)

ED 136 434 EA 009 358

Yulo, Frank R.  
Educational Service Centers in Connecticut.  
Connecticut State Board of Education, Hartford.  
Pub Date 77  
Note—75p.; For a related document, see ED 130 435

Available from—Dr. Frank R. Yulo, Study Coordinator, Administration and Supervision Department, Southern Connecticut State College, 501 Crescent Street, New Haven, Connecticut 06515 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Centralization, \*Educational Alternatives, \*Education Service Centers, \*Intermediate Administrative Units, Program Descriptions, Regional Cooperation, School Demography, \*School Organization, State Legislation, State Programs  
Identifiers—Connecticut

This publication is the second product of a three-part study funded by the Connecticut State Board of Education pertaining to the operation of educational service centers. This booklet is designed to give the citizens of the state an insight into the development of an educational enterprise that delivers to the school districts and children many educational services that would not be available if it were not for the multipurpose, service-oriented centers. The six educational centers in the state are described in terms of their origin, lists of towns that are active members or potential members and the average daily enrollment of students from these towns, governance, finance, membership, program, and services. Maps of the area served by each center are included. Summary charts, the statutes of Connecticut relevant to the centers, and a bibliography of sources conclude the booklet. (Author/MLF)

ED 136 435 95 EA 009 359

Odden, Allan Vincent, Phillip E.  
The Regressivity of the Property Tax. The Incidence of the Property Tax Under Alternative Assumptions of Incidence in Four States—Connecticut, Minnesota, Missouri and South Dakota. Report No. F76-4.

Educational Commission of the States, Denver, Colo. Education Finance Center.

Spons Agency—Ford Foundation, New York, N.Y.; National Conference of State Legislatures, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date Dec 76

Contract—400-76-0039

Note—36p.

Available from—Education Finance Center, Educational Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Economic Research, \*Educational Finance, Elementary Secondary Education, \*Finance Reform, Financial Policy, Graphs, \*Property Taxes, Tables (Data)  
Identifiers—Connecticut, Minnesota, Missouri, South Dakota

This booklet summarizes the recent debate over the regressivity or progressivity of the property tax and presents some evidence on how the

property tax burden is distributed among income classes. Section 1 discusses property tax incidence under both the conventional and new economic views. Discussed specifically are the conditions under which either landlords or businesses can shift property tax liabilities to renters and consumers. The section ends with a short discussion of studies of property tax incidence based on both the conventional and new views. Section 2 presents the results of recent studies of property tax incidence under alternative assumptions of incidence in four states—Connecticut, Minnesota, Missouri, and South Dakota. Section 3 presents a short summary of the study and discusses its implications for future state property tax policies. The study's primary finding was that the property tax was regressive for low-income families under both the conventional and new views of the property tax. (Author/JG)

ED 136 436 EA 009 360

Kirschenbaum, Howard And Others  
Wad-Ja-Get? The Grading Game in American Education.

Pub Date 71

Note—315p.

Available from—Hart Publishing Company, Inc., 15 West Fourth Street, New York, New York 10012 (\$3.95; Canada \$4.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Bibliographies, Change Strategies, Credit No Credit Grading, Educational Research, Elementary Secondary Education, \*Evaluation Methods, \*Grading, Pass Fail Grading, \*Student Evaluation

This book addresses, in novel form, the question of whether or not the traditional system of grading in American schools is the most educationally useful system of evaluation. Within the dramatic framework of a controversy over grading at Mapleton High School, the authors examine various issues related to the traditional grading system, including the history of grading, arguments for and against traditional grading, research findings on grading, and alternatives to traditional grading. The appendix contains an annotated bibliography of research on grading and a brief discussion of eight alternative grading systems. (JG)

ED 136 437 EA 009 366

Licata, Joseph W. Willower, Donald J.  
The Consequences of Student Brinkmanship for the School Organization.

Pub Date Apr 75

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Junior High Schools, Organizations (Groups), Schools, Student Attitudes, \*Student Behavior, \*Student School Relationship, \*Student Teacher Relationship

The purpose of this study was to explore some of the differential consequences of student acts of brinkmanship for the student role and the teacher role. A concomitant concern was to investigate the relationship between teacher perceptions of student brinkmanship and teacher pupil control ideology. Three hypotheses were tested in two junior high schools—one traditionally organized that emphasized custodial pupil control, the other with team teaching and modular scheduling that emphasized humanistic control. The instruments used were Osgood's semantic differential technique and the Pupil Control Ideology Form. Contrary to expectations, the students in the custodial school were more euphoric about both student brinkmanship and their everyday classroom life than were students in the humanistic schools. As expected, teachers perceive acts of student brinkmanship as threatening to their social position in the school organization. The degree to which teachers perceive acts of student brinkmanship as threatening was directly related to the teacher's degree of custodial pupil control ideology. (Author/IRT)

ED 136 438 EA 009 367

Traub, Ross And Others  
Openness in Schools: An Evaluation Study. Research in Education Series/5.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 76

Note—69p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$3.75)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Administrator Attitudes, \*Catholic Schools, Educational Innovation, Elementary Education, Interpersonal Relationship, \*Nongraded Primary System, \*Open Education, \*Open Plan Schools, Parent Participation, \*Program Evaluation, Student Attitudes, Student Characteristics, Students, Teacher Attitudes, Teacher Characteristics

Identifiers—Canada, \*Hamilton Wentworth RC School Board (Ontario)

The main reason for this study was to provide information to the district about the new architectural and programmatic features of its schools, particularly as they affect the quality of student achievement in the different types of schools. An additional purpose was to obtain information that would help teachers and principals improve some of these features. The independent variables considered were program openness and types of architecture. A number of dependent variables were examined—antecedents (characteristics of teachers and of students and physical characteristics of the schools), transactions (observation variables, principals' perceptions, resource utilization, program planning, and interpersonal relations), outcomes (cognitive and non-cognitive), and school and community. The results are summarized, conclusions drawn, and the implications of the conclusions noted. The implications and conclusions vary according to type of community—Type I communities are those in which less than 15 percent of the students come from homes in which English is a second language; Type II communities are those in which more than 30 percent of the students come from homes in which English is a second language. (Author/IRT)

ED 136 439 EA 009 368

King, A. J. C. And Others  
Semestering the Secondary School.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 75

Note—54p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$3.25)

Document Not Available from EDRS.

Descriptors—Credit Courses, Credits, \*Educational Change, Organization, \*Organizational Change, Scheduling, \*School Organization, \*School Schedules, Secondary Education, \*Semester Division, Teacher Attitudes, Teaching Methods

Identifiers—\*Ontario, Resource Utilization

This report is a response to what is perceived as the need for a systematic collection of information on the effects of semestering a secondary school, particularly as those effects are felt in teaching and learning. Chapters deal with monitoring the present school organization in the areas of student course selection and credit accumulation; the new patterns in school organization, including full-credit semestering, half-credit semestering, trimestering, mixed models, variable period-length plans, special timetable cycles, summer schools, and extended-year plans; an explanation of full-credit semestering, including what appear to be its three main advantages—more effective teaching/learning experiences, more efficient utilization of the school year through the provision of more entry and reentry points and greater opportunities for students to make up courses or accelerate their programs, and more effective and efficient utilization of materials, facilities, and other resources; and the implementation of organizational change. (Author/IRT)

ED 136 440 EA 009 369

Regan, Ellen M. Leithwood, Kenneth A.  
Effecting Curriculum Change: Experiences with the Conceptual Skills Project. Research in Education Series/4.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 74

Note—77p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$3.85)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Curriculum Design, \*Curriculum Development, \*Educational Change

cational Change, Educational Innovation, Elementary Education, Inservice Teacher Education, Kindergarten, Parent Attitudes, \*Program Descriptions, Student Attitudes, Teacher Attitudes

Identifiers—\*Ontario

This book describes and analyzes a plan that effected the relatively successful implementation of a packaged curriculum program in a large number of school classrooms. The Conceptual Skills Program (CSP) was oriented toward detailed prespecified objectives that allow assessment before instruction of relevant student competencies, structured learning experiences for achievement of the objectives, and assessment of the intended outcomes. The purpose of the program was to develop skills in the use of simple concepts. The four conceptual obstacles to successful implementation—focus on the product, focus on structure, illogical diffusion models, and oversimplified change strategies—are outlined and the succeeding chapters suggest some practical solutions to the problems in the context of the CSP implementation procedures. The areas discussed include teacher training, implementation, teacher perception and attitudes, student achievement, student attitudes, and parent attitudes. (Author/IRT)

ED 136 441

EA 009 370

Handa, M. L.

Manipulating Educational Expenditure: Dilemmas for the '70s. Monograph Series/13.

Ontario Inst. for Studies in Education, Toronto. Pub Date 72

Note—25p.; Excerpt (summary and conclusions) from "Toward a Rational Educational Policy"

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$2.25)

Document Not Available from EDRS.

Descriptors—Educational Finance, \*Educational Policy, Elementary Secondary Education, \*Equal Education, \*Expenditures, Higher Education, Income, \*Resource Allocations, State Government

Identifiers—Ontario

This document has been extracted from the same author's "Toward a Rational Educational Policy," which is an econometric analysis of the components of educational expenditure in the Ontario educational system. The author outlines some substantial changes in approach to educational policy that will be necessary if desirable educational objectives are to be combined with reasonable expenditures. The main portion of this document summarizes the main conclusions of the study in the areas of determining the volume of educational expenditure and revenue, realizing various educational targets, and allocating the education budget; and the implications of the objective of providing educational equity with efficient use of stabilized educational expenditures. The elements included in this goal are the stabilization of educational expenditures, which entails manipulating fees, manipulating scholarships, manipulating per-capita student expenditures, determining the effect of the educated unemployed, understanding the limitations of marginal changes, lowering the legal school-leaving age, making university admission criteria stricter, and determining the role of educational innovations; educational cost and productivity analysis; and inequity in the educational system. An appendix considers some dilemmas of educational policy. (Author/IRT)

ED 136 442

95

EA 009 380

Golladay, Mary A.

The Condition of Education. 1977 Edition. A Statistical Report on the Condition of Education in the United States. Volume Three, Part One. National Center for Education Statistics (D-HEW), Washington, D.C.

Report No.—NCES-77-400

Pub Date 77

Note—279p.; For related documents, see ED 103 991 and ED 120 910; Hard copy not available due to print size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01678-8, \$3.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Finance, \*Elementary Secondary Education, Graphs, \*National Sur-

veys, Post Secondary Education, Program Descriptions, \*School Personnel, \*School Statistics, Statistical Data, \*Tables (Data)

Identifiers—United States

This publication consists primarily of several hundred charts, graphs, and tables that present a wide variety of educational statistics for the United States through and including the 1975-76 school year. Section 1 provides a broad demographic and social context for examining education and traces the scope of the educational enterprise. Section 2 pursues in some detail three topics—participation in education, immediate and long-term outcomes of education, and financing the public elementary and secondary schools. Section 3 briefly discusses the data sources for the report, offers a short glossary of selected terms, and presents more than 100 data tables. Section 4 consists of a cumulative index to topics and data included in the 1975 and 1976 editions of the report, as well as the present edition. (Author/JG)

ED 136 443

EA 009 384

Merrill, Glen L.

Solar Heating Proof-of-Concept Experiment for a Public School Building.

Honeywell, Inc., Minneapolis, Minn. Systems and Research Center.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No.—NSF-RA-N-74-119

Pub Date 75

Contract—NSF-C-870

Note—108p.; For a related document, see ED 100 003; Not available in hard copy due to print quality of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00242-2, \$2.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Collection, Energy Conservation, Equipment, \*Experiments, \*Heating, \*Heat Recovery, Instrumentation, Measurement Techniques, Performance Specifications, \*Program Development, \*Solar Radiation

Results and conclusions to date of a program to design, erect, and test a 5,000-square-foot solar energy system are presented in this report. The program described demonstrates the ability of solar collectors to supplement the heating and hot water requirements of North View Junior High School in suburban Minneapolis. The report discusses in detail the collector design, system design, system operation, and system performance. The basic rationale for the program is the necessity of obtaining firm answers in three areas: (1) validation of system performance, (2) determination of overall system costs, and (3) acquisition of data to determine the benefits of such a system. The program is obtaining engineering data that may be used to improve collector performance and system performance or design. In addition, data are being compiled that may be used to define investment requirements for similar installations. The program is also helping to determine community acceptance of solar heated school buildings. Testing at the site is continuing on a day-by-day basis to obtain additional data on system performance and benefits. (Author/MLF)

ED 136 444

EA 009 388

Maryland School Science Facilities Guidelines.

Maryland State Dept. of Education, Baltimore. Div. of Instruction; Maryland State Interagency Committee on School Construction, Baltimore.

Pub Date 77

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Educational Specifications, Elementary Secondary Education, \*Facility Guidelines, Facility Planning, \*Facility Requirements, Flexible Facilities, Furniture, \*Science Education, Science Equipment, \*Science Facilities, Science Programs, Space Classification

Identifiers—Maryland

These guidelines are designed to help Maryland's educators and citizens make informed choices about the types of facilities they will provide for teaching science in grades K-12. They are not a blueprint for facilities nor are they an attempt to standardize all science programs or facilities,

but seek to identify elements to consider, people to involve, tasks to be completed, and a schedule to follow in planning for the renovation or construction of a school science facility. Sections discuss the planning process, the science program, facilities, equipment, safety, space requirements and utilization, and a planning timetable. (Author/MLF)

ED 136 445

EA 009 390

Pfifer, Alan

Women Working: Toward a New Society.

Carnegie Corp. of New York, N.Y.

Pub Date [77]

Note—18p.; Reprinted from the 1976 Annual Report

Available from—ESSAY Department, Carnegie Corporation, 437 Madison Avenue, New York, New York 10022 (free)

Document Not Available from EDRS.

Descriptors—Affirmative Action, Child Care, \*Demography, Employment Trends, \*Futures (of Society), \*Policy Formation, Sex Discrimination, Sex Stereotypes, \*Social Change, Social Problems, Sociocultural Patterns, \*Working Women

By the end of 1976, nearly half of all women were working or looking for work, making up approximately 41 percent of the labor force. New social policies are necessary that not only make appropriate accommodations but spur wide-ranging reforms in many areas of life. Fundamental changes in society would have the aim of greater occupational equality and freedom of choice for men and women in the work place. It would permit flexibilities in the amount of time an individual might allocate to education, work, family life, and leisure at any age during the course of a lifetime. These goals, if they were achieved, would lead to a fundamental reordering of the values underlying American life—in which the objectives of greater choice for the individual and improved quality of life would for the first time be equated with our traditional concern for productivity. To meet these goals, broad changes will be needed in six major areas: in employment, in family life and child care, in welfare and tax policy, in education, in sex roles, and in the phasing of stages of the life cycle. (Author/MLF)

ED 136 446

EA 009 392

Schofield, Dee

Conflict Management and the Elementary Principal: A Critique of Research and Literature.

Pub Date 20 Apr 77

Note—25p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, Nevada, April 18-22, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), \*Conflict, \*Conflict Resolution, Elementary Secondary Education, \*Literature Reviews, \*Principals, Psychology, Social Psychology, Social Science Research, Sociology This paper offers a sample of the materials available on conflict from four different academic disciplines (psychology, social psychology, sociology, and communications). The author describes sample research dealing with intrapersonal and interpersonal conflict, as well as intergroup conflict and intergroup conflict. She emphasizes that conflict is a broad, all-encompassing term that has a multitude of applications in the schools. She maintains that conflict is not only a necessary prerequisite for constructive change in education, but that it is also the raw material of school administration. (DS)

ED 136 447

EA 009 400

Zeisel, John

Stopping School Property Damage: Design and Administrative Guidelines to Reduce School Vandalism.

American Association of School Administrators, Washington, D.C.; Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date 76

Note—194p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00472, \$4.95, quantity discounts, orders for \$15.00 or less must be accompanied by payment in full and include \$1.00 for postage and handling)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrator Guides, Administrator Responsibility, Annotated Bibliographies, \*Architectural Research, Check Lists, \*Design Needs, Elementary Secondary Education, Interior Design, \*Prevention, School Design, \*School Vandalism

This publication provides practical guidelines to design future school buildings and to set up administrative programs for existing structures that can cut the cost of both intentional and accidental school property damage. The first section on building exterior design responses discusses ways to reduce the ongoing cost of property damage by careful design of a school's physical plant. The section on building interior design responses considers ways to minimize costs of property damage and maintenance through design and materials specification. The third section contains ways to cut property damage costs through administrative programs aimed at involving students in the school, at using personnel effectively, and at keeping "eyes on the school." The fourth section, design accountability checklists, presents one general question for every major design issue and then a series of specific "yes-no" questions to determine if the issue has been taken into account by the architect in the design. The final section is an annotated bibliography of literature on vandalism and property damage. (Author/MLF)

**ED 136 448 EA 009 402**

**Doughty, Rosie N.**  
**Training and Hiring of Educational Administrators: Considerations for the Black Woman.**

**Pub Date Apr 77**  
**Note—14p.** Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Administrative Personnel, \*Administrator Education, \*Administrator Selection, Affirmative Action, \*Blacks, Demography, National Surveys, Racial Discrimination, Role Conflict, Sex Discrimination, \*Working Women

Scant research is available on the environmental constraints in the educational setting that inhibit women from obtaining high-level administrative positions, or on potentially effective change strategies. As part of a symposium defining research needs, this paper presents baseline data on the black woman administrator and analyzes the environmental, sociological, and psychological factors that relate both positively and negatively to individual success. The demographic data are a result of a survey of blacks who held administrative positions in large city school districts of 100,000 or more during the 1972-73 school year. From a total of 1,004 questionnaires returned, approximately 250 were from female administrators. The profile presented of the black female administrator includes personal characteristics, professional experience and academic preparation, self-concept, perception of unrest, and perception of the school district. A section discusses issues peculiar to the black woman. The discussion is limited to her double "negative" status, institutional manipulation, and self-perception. (Author/MLF)

**ED 136 449 EA 009 415**

**Giertz, L. M. Dijkgraaf, C.**  
**School Building in Early Development. Part 3. Project Implementation.**

**Information Centre for School Building, Rotterdam (Netherlands).**

**Pub Date Feb 77**  
**Note—33p.** For related documents, see ED 114 919 and ED 123 784

**Journal Cit—International School Building News; v13 n1 1977**

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Architects, Building Materials, Decision Making, \*Developing Nations, Facility Requirements, Foreign Countries, \*Organization, Performance Specifications, Problem Solving, \*Resource Allocations, \*School Construction, \*School Planning, Urbanization

The first two publications in this series dealt generally with school building problems in developing nations. This third part offers more direct guidance. Described in some detail are organizational fundamentals and tools that depend on universal similarities in building practice and

have, therefore, been recommended for use internationally. A four-step sequence examining projects in developing countries is proposed as a way of solving problems that often arise in construction projects. The first step is the project as such—what normally is included in project administration, design, and construction—then analyzing the backgrounds: the building industry of which the project is a part, then the national scene on which the project itself as well as the building industry has to play its role, and last the international surroundings and relationships that may influence the project. Using building methods and materials that generate development of the domestic building industry is stressed as a responsibility of the implementor and the organizational consequences of this responsibility are described. (Author/MLF)

## EC

**ED 136 450 EC 092 004**

**Piercy, David R.**  
**Operating Learning Resource Centers: A Manual.**  
**Oregon Univ., Eugene. Northwest Learning Resources System.**

**Spons Agency—**Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
**Pub Date Jan 77**

**Contract—**300-75-0043; OEC-0-74-7891  
**Note—515p.**

Available from—Northwest Special Education Learning Resources System, Center on Human Development, 3rd Floor, Clinical Services Building, University of Oregon, Eugene, Oregon 97403

**EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.**

**Descriptors—**\*Delivery Systems, Elementary Secondary Education, Exceptional Child Services, \*Handicapped Children, \*Information Dissemination, \*Instructional Materials Centers, Management, Manuals, Material Development, Personnel, \*Program Administration, \*Program Development, Program Evaluation, Program Planning, Resource Centers

Intended for regular and special education administrators (as well as support personnel), the manual is designed to assist regional and local learning resource centers (LRCs) in developing and implementing their programs with a minimum of outside assistance. The document is divided into five major sections representing broad subject areas in which LRCs might operate: planning and evaluation, management, appraisal and programing, materials support, and personnel support. The five major sections are each divided into 15 functions, with "function" being defined as a role which might be performed by the organization. Each function, in turn, is divided into strategies ("strategy" defined as a recommended behavioral event required to perform the roles or functions). Each of these strategies is then divided into a number of tasks or activities for implementing the strategies. Finally, each task is divided into two suggested mechanisms for its accomplishment—considerations and step-by-step procedures. Step-by-step procedures provide an approach to the task, detailing the basic steps necessary for completion. Covered are the following functions: defining workscope, assessing needs, evaluating LRCs, planning, managing LRC, supervising personnel, managing physical resources, managing fiscal resources, coordinating appraisal services, delivering appraisal services, developing and evaluating materials, selecting and circulating materials, offering inservice training, delivering technical assistance, and providing information. (Author/SBH)

**ED 136 451 EC 092 218**

**Casebook of Professional Practices in Special Education.**

**Council for Exceptional Children, Reston, Va. Professional Standards/Guidelines Project.**

**Spons Agency—**Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
**Pub Date Mar 76**

**Note—160p.** See ED 121 018 for the companion document

Available from—The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, Publication Number 149)

**Document Not Available from EDRS.**

**Descriptors—**\*Handicapped Children, Higher Education, \*Performance Based Teacher Education, Personnel Selection, \*Program Descriptions, \*Special Education Teachers, \*Teacher Certification, \*Teacher Education, Teacher Qualifications

Intended as a companion volume to "Guidelines for Personnel", the casebook, developed by the Professional Standards and Guidelines Project of the Council for Exceptional Children, contains about 150 summaries of exemplary and innovative programs in the areas of personnel recruitment and selection, preparation, certification, and professional practice. Cases are organized by the numbered guidelines of the original manual. It is explained that cases were selected on the basis of significance and relevance in relation to the guidelines. Most cases are summarized in a 1/2 to 2-page abstract and are intended to inform persons of the people and places engaging in similar programs. (DB)

**ED 136 452 EC 092 219**

**Braddock, David**  
**Opening Closed Doors: The Deinstitutionalization of Disabled Individuals.**

**Council for Exceptional Children, Reston, Va. Pub Date 77**

**Note—183p.**  
Available from—The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$7.50, Publication Number 150)

**Document Not Available from EDRS.**

**Descriptors—**Administration, \*Community Role, \*Delivery Systems, Government Role, Handicapped, \*Institutionalized Persons, Institutions, \*Mentally Handicapped, Program Planning, \*Public Policy, State Surveys

**Identifiers—**\*Deinstitutionalization

Presented is a survey of current trends and issues pertaining to institutionalization and deinstitutionalization of handicapped persons in America. Chapter 1, an introduction, examines deinstitutionalization from ideological, public policy, psychosocial, and programmatic perspectives. Considered in the second chapter are obstacles that impede deinstitutionalization as reported from a study of trends in contemporary deinstitutionalization planning experiences in 34 states. Chapter 3 is the report of an analysis of recent data emanating from accreditation surveys of residential facilities in 21 states. Described in chapter 4 is a study which undertook to identify available print and audiovisual information and training materials on reintegrating retarded individuals from institutions to community settings. Practical suggestions for program planners, administrators, and legislators contemplating involvement in deinstitutionalization efforts are offered in the fifth chapter. The final chapter restates the major study findings and addresses the public policy question of what is to be done in terms of transition to a new service model, prevention of institutionalization, and the role of federal and state government. Appended are an annotated bibliography of print and audiovisual information and training materials, a list of classified critical standards for 35 nonaccredited facilities surveyed, the state document fact sheets, and the text of the survey letter transmitted to obtain administrative documents. (DB)

**ED 136 453 EC 092 220**

**Torres, Scottie, Ed.**  
**A Primer on Individualized Education Programs for Handicapped Children.**

**Foundation for Exceptional Children, Reston, Va. Spons Agency—**William Bingham Foundation, Cleveland, Ohio.

**Pub Date 77**  
**Note—60p.**

Available from—The Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.95)

**Document Not Available from EDRS.**

**Descriptors—**\*Administrative Policy, Elementary Secondary Education, \*Federal Legislation, \*Handicapped Children, Individualized Instruction, \*Individualized Programs, Parent Role, \*Program Development, Program Evaluation, Student Evaluation, Teacher Role

**Identifiers—**\*Education for All Handicapped Children Act

Intended to be a practical guide for administrators, teachers, and parents on how to meet the individualized education program (IEP) requirements of Public Law 94-142, the primer provides



10 author contributed chapters to aid the reader in developing, implementing, and monitoring an IEP for every handicapped child. Chapters have the following titles and authors: "Understanding the Individualized Education Program" by A. Abeson and F. Weintraub (an explanation of the background, major issues, and intent of the IEP requirement); "Present Level(s) of Performance and Assessment—Some Basic Considerations" by J. Higgins (a discussion of basic assumptions of the assessment process in evaluating the child's present level of performance); "Annual Goals and Short Term Objectives" by J. Hayes (a rationale for written annual goals and a method for setting priorities); "Arranging Specific Educational Services to be Provided" by J. Greer and S. Torres (a review of IEP requirements necessary to identify and provide appropriate services within the local or intermediate education agency); "Evaluating Individualized Education Programs" by M.S. Lilly (an examination of evaluation responsibilities at the local and state education agency levels); "Meeting to Develop the Individualized Education Program" by R. Sherr (specification of the necessary components and functions of the meeting to develop the IEP); "The Teacher's Role in Development" by V. Garcia and M. Pinkelton (responsibilities and rights of teachers in the preparation, production, and implementation of the IEP); "Beyond the Individualized Education Program—The Instructional Plan" by J. Hayes (practical suggestions for monitoring pupil progress, providing feedback, and organizing the classroom); "Parent Participation" by L. Winslow (suggestions for parents including due process information in the development of the IEP) and "Developing an Administrative Process—Some Decisions" by S. Torres (identification of decision points regarding administrative procedures, personnel issues, and alternative organizational patterns). (DB)

**ED 136 454** EC 093 151

Pooley, Richard C.  
The Pendleton Project: Semi Annual Report.  
Virginia State Div. of Justice and Crime Prevention, Richmond.

Pub Date 10 Jan 77  
Grant—DJCP 76-3411  
Note—140p.; Best Available Copy; For related information, see also EC 093 152

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Behavior Problems, Case Studies, Elementary Education, Emotionally Disturbed, Interdisciplinary Approach, \*Program Descriptions, Program Effectiveness, \*Program Evaluation

The semiannual report describes activities of an interdisciplinary program for 6- to 12-year-old children with behavior problems. Chapters are devoted to data on the four objectives of the project: to discover ongoing behaviors that may lead to future antisocial behavior and result in a maladaptive life style, to develop a comprehensive treatment program to correct antisocial development as soon as possible, to develop new and coordinate existing resources, and to measure the effectiveness of the work. The bulk of the document provides information on the treatment program, including descriptions of the career awareness program, affective learning class and muscular relaxation training. Two detailed case studies are included with charts of behavioral programs for both students. Among program evaluation data reported are followup statistics indicating that 2 years after treatment 42% of the children served were functioning at an acceptable level. Two final chapters list project management and personnel and present an expenditure analysis as of December 31, 1976. (CL)

**ED 136 455** EC 093 152

Pooley, Richard C.  
The Pendleton Project: Its Objectives & Operations.

Virginia State Div. of Justice and Crime Prevention, Richmond.

Pub Date Jan 74  
Note—11p.; For related information, see EC 093 151

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavior Problems, Elementary Education, Emotionally Disturbed, Interdisciplinary Approach, \*Program Descriptions, Theories

The Pendleton Project, an interdisciplinary program for 6- to 12-year-old behavioral problem

children is described. It is explained that the project is concerned with early detection and reeducation of maladaptive behavior. Diagnosis and service delivery is said to be carried out by three teams: the Project Services Team primarily concerned with outpatient services, the Diagnostic Team which consults with staff members on matters of evaluation and treatment, and the Residential Treatment Team responsible for services in the residential unit. Described are theories about treatment planning, supervision, and student measurement. (CL)

**ED 136 456** EC 093 153

Ryan, Bruce P. Van Kirk, Barbara A.

Programmed Stuttering Therapy for Children.

Final Report.

Behavioral Sciences Inst., Carmel, Calif.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Report No.—232456

Pub Date Sep 74

Grant—OEG-0-72-4422

Note—173p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Elementary Secondary Education,

\*Language Fluency, \*Program Effectiveness,

Speech Handicapped, Speech Improvement,

\*Speech Instruction, \*Speech Therapy, \*Stuttering

Compared in a 2-year study were four

establishment of fluency programs in a public

school setting with 40 7- to 16-year-old children

who stuttered. The programs included pro-

grammed traditional (PT), delayed auditory feed-

back (DAF), pause (P), and gradual increase in

length and complexity of utterance (GILCU).

During the first year, eight speech clinicians ran

one of the four establishment programs on two Ss

each. The findings indicated that all four pro-

grams produced improved speech fluency, but

that two of the programs (GILCU and DAF)

were more efficient. During the second year 12

different clinicians in three different public

schools administered either the GILCU or the

DAF on two Ss each. The two programs were

found to be comparable, except that DAF was

more effective for more severe stutters and

GILCU provided for better fluency generaliza-

tion. The project demonstrated that all four

establishment programs were effective and could

be run by trained and supervised speech clin-

icians in the public school setting. (Author/CL)

**ED 136 457** EC 093 159

Wilken, William H. And Others

State Aid for Special Education: Who Benefits?

National Conference of State Legislatures,

Washington, D.C.; National Foundation for the

Improvement of Education, Washington, D.C.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Pub Date 1 Oct 76

Grant—NIE-G-74-0021

Note—254p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Administrative Policy, Early Child-

hood Education, \*Educational Finance, Ele-

mentary Secondary Education, Exceptional

Child Education, \*Financial Policy, Financial

Support, \*Handicapped Children, \*School

Funds, \*State Aid, State Programs

Intended for administrators, educators, and

parents, the document presents information on

the management and utilization of state special

education aid. An introductory section reviews

the history of state aid for special education and

notes questions which are addressed in the docu-

ment, such as the following: "How much state

funding is available for special education in each

of the states?", "What factors are considered in

distribution formulas?", and "Do rich local edu-

cation agencies obtain more special education aid

than poor ones?" Chapter I covers dollar

amounts available and what they buy, including

past and present procedures and policies. (Data

presented in tabular form following the text is

listed by state.) The controversy about policies

**ED 136 458**

EC 093 178

Strichart, Stephen S.

New York Associate Center—SEIMC. Evaluation

Report. Function No. 09-56608.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*City Wide Programs, Early Child-

hood Education, Elementary Secondary Educa-

tion, Exceptional Child Research, \*Hand-

icapped Children, \*Instructional Materials

Centers, Program Descriptions, \*Program

Evaluation, Questionnaires

Identifiers—New York (New York), Special Edu-

cation Instructional Materials Center

Provided is an evaluation of the Special Edu-

cation Instructional Materials Center (SEIMC), a

New York City school district educational project

providing direct service to parents, professionals,

paraprofessionals, and teachers in training who

are concerned with the education of handicapped

children in the public and nonpublic schools.

Among activities and services listed are provision

of a circulating library of instructional materials

and equipment, preparation and dissemination of

bibliographies, publication of a newsletter, and

presentations of workshops and in-service courses.

Among findings noted are that SEIMC has

been largely successful in achieving its objectives;

that the most effective aspects appear to be in-

service courses and workshops, materials loans,

and demonstration of new materials and equip-

ment; and that the general feeling expressed

about SEIMC was a favorable one. Appended are

a copy of the questionnaire used in the evaluation

and interview checklists. Responses are presented

in tabular form. (IM)

**ED 136 459** EC 093 179

Reiss, Philip

Reading and Arithmetic for Mainstreaming Brain-

Injured Children (School Year 1974-1975).

Evaluation Report.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washing-

ton, D.C.

Pub Date [75]

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Arithmetic, \*City Wide Programs,

Elementary Education, Exceptional Child

Research, Learning Disabilities, \*Minimally

Brain Injured, Program Descriptions, \*Program

Evaluation, \*Reading, \*Regular Class Place-

ment, Special Programs

Identifiers—New York (New York)

Provided is an evaluation report of a special

education program in New York City designed to

improve the reading and arithmetic skills of

brain-injured children in mainstream classes

(grades 1 through 8). An assessment of the ex-

tent to which participants improved in reading

and mathematics and a study of the extent to

which the actual program coincided with the

proposed program are noted to include the fol-

lowing findings: that children in grades 1-4

achieved statistically significant improvement in

both reading and mathematics, that children in

grades 7-8 achieved gains averaging 2.3 months

in reading and 2.9 months in mathematics (these

results were not statistically significant), and that

observations indicated the program operated es-

entially as described in the proposal. Recommen-

dations listed include provision of the pro-

gram only in schools in which 10 or more eligible

children have been identified, and simplification

of procedures. (IM)

**ED 136 460** EC 093 180

McKnight-Taylor, Mary

Summer Program for Hospitalized Handicapped

Children, Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washing-

ton, D.C.

Report No.—B/E-09-61607

Pub Date [75]

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*City Wide Programs, Elementary Education, Exceptional Child Research, \*Handicapped Children, \*Hospitalized Children, \*Hospital Schools, Individualized Instruction, Program Descriptions, \*Program Evaluation, \*Reading Instruction

Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide intensive reading instruction to individual hospitalized, handicapped children in New York City. The project is noted to have served 375 children in 22 hospital settings and involved 32 teachers. Reported are findings indicating that approximately 92% of the pupils mastered at least one objective which they did not master prior to the program, and that 53% of the pupils mastered at least 76% of the instructional objectives to which they were exposed after having demonstrated previous non-mastery. Among listed recommendations are that the program be refunded and the budget be increased. Appended materials include the CROFT reading test forms, sample evaluation forms, and data collection forms. (IM)

ED 136 461

EC 093 181

Loadot, Francis J.

An Evaluation of Outreach Program for Disadvantaged Mentally Retarded Children. 1974-1975 School Year. Evaluation Report. Function No. 09-56607.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*City Wide Programs, \*Community Services, \*Delivery Systems, \*Disadvantaged Youth, Exceptional Child Research, \*Mentally Handicapped, Outreach Programs, Program Descriptions, \*Program Evaluation

Identifiers—New York (New York)

Presented is an evaluation of a program serving 373 disadvantaged mentally retarded children in New York City to provide services in the areas of health, physical and emotional, education, social and recreational needs. Reported are findings indicating that 94% of the Ss had 60% or more of their unmet needs satisfied and that 65% of the Ss had 100% of their current unmet needs satisfied. Recommendations listed include that the program be continued for 1975-76, that the program be expanded to all school districts in New York City, and that the program be funded throughout the summer. (IM)

ED 136 462

EC 093 182

Fryburg, Estelle L.

Individualizing Instruction for Physically Handicapped and Mentally Retarded Children in Special Schools. School Year 1974-1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-51696

Pub Date [75]

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—City Wide Programs, Exceptional Child Research, \*Handicapped Children, \*Individualized Instruction, \*Mathematics, Paraprofessional Personnel, Program Descriptions, \*Program Evaluation, \*Reading Instruction, Remedial Programs, Special Programs, \*Special Schools

Identifiers—New York (New York)

Presented is an evaluation of a program providing physically handicapped and mentally retarded children (4-21 years old) in 19 special educational facilities in New York City with an intensive remedial program in reading and mathematics. The program, involving instruction by paraprofessionals of a minimum of 1/2 to 1 hour each week for a total of minimum of 40 hours for each participant (except in hospital schools where the minimum was 20 hours), is noted to have met all of the objectives with significant demonstrated gains by the Ss in achievement and social-emotional development. Listed recommendations include the recycling of the program, continuation of the paraprofessional in the trainer role, and improvement of diagnostic and prescriptive programming. Findings are provided in tabular form and test results are appended. (IM)

ED 136 463

EC 093 183

Levy, Marguerite F.

Individualized Instruction for Handicapped Students in Special Schools (Part C). School Year 1975-1976. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—B/E-09-69698

Pub Date [76]

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Exceptional Child Research, \*Individualized Instruction, \*Mathematics, \*Mentally Handicapped, \*Paraprofessional Personnel, Program Descriptions, \*Program Evaluation, \*Reading Instruction, Rehabilitation Centers, Remedial Programs, Special Programs, Teaching Methods

Identifiers—New York (New York)

Presented is an evaluation of a program providing mentally retarded students in two occupational training centers who were two or more years retarded in reading and/or mathematics with individual or small-group instruction supplementing the basic program. It is noted that 110 participants were given 2 hours, 15 minutes a week instructional time by paraprofessionals and teachers. An additional objective of the program is reported to have been providing for the training of paraprofessionals, workshops for paraprofessionals and teachers, and development of behavioral objectives and innovative teaching methods. Among findings listed are that all program objectives were met and that the program proved effective in meeting the needs of this population of students for individualized instruction. Recommendations include that the program be continued, that procedures be flexible to allow experimentation, and that time be allotted for informal discussions. Appended items include a pupil profile, progress report, and tabulated data. (IM)

ED 136 464

EC 093 184

Hicks, John S.

Individualized Instructional Program for Emotionally Disturbed Children Unable to Participate in Formal Educational Programs. (Title VI) School Year 1974-75. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—B/E-09-56606

Pub Date [74]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Attendance, \*Emotionally Disturbed, Exceptional Child Research, \*Individualized Instruction, \*Mathematics, Program Descriptions, \*Program Evaluation, \*Reading Instruction, Remedial Instruction, \*Residential Programs

Identifiers—New York (New York)

Presented is an evaluation of a program designed to provide individualized instruction for 28 seriously emotionally disturbed students in a residential psychiatric program in New York City. Findings are reported to indicate that the program met its objectives in producing significant growth in both reading and math achievement, and additionally produced over 100% improvement in attendance. It is noted that efforts were made by the hospital team to keep and maintain contact with school programs outside of the hospital to which the students would be returning. Listed recommendations include that objectives in reading and math be defined in terms of the historical regression formulas, that instruments used for data collection be improved, and that funding for the program be modified. Data forms are appended. (IM)

ED 136 465

EC 093 185

Gottlieb, Jay

Transitional Classes Program. School Year 1975-1976. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—35p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Arithmetic, Elementary Secondary Education, \*Emotionally Disturbed, \*Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Reading Improvement, Reading Instruction

Described is the Transitional Classes Program for emotionally disturbed children 7-17 years old. It is explained that individual or small group sessions based on individualized programs are conducted daily to improve reading and math skills. Program evaluation findings are reported, including an improvement in six specified reading and six math objectives for students who participated for the entire year, and a mastery of nearly 100% of the instructional objectives students were taught. Appended are tables with student performance data from the Random House Criterion Reading Test and the American Guidance Associates Key Math Test. (CL)

ED 136 466

EC 093 186

Ellis, Ronald S.

Summer Program for Autistic Children, Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Autism, Elementary Education, \*Emotionally Disturbed, \*Program Descriptions, \*Program Evaluation, \*Summer Programs

An evaluation report is presented for a 1975 summer program for 25 6- to 12-year-old autistic children in New York City. Evaluative procedures are described, and student ratings in four skill areas (basic life skills, orientation to learning, cognitive skills, and socialization) are explained. Final results are said to indicate that all Ss demonstrated no decrease in performance in the four areas. Appended are an observation report form, the rating scale used in the evaluation, and a list of classroom activities. (CL)

ED 136 467

EC 093 187

Lazar, Alfred L. And Others

Attitudes of Handicapped and Non-Handicapped University Students on Three Attitude Scales. California State Univ., Long Beach. Dept. of Educational Psychology.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Grant—G00-74-02794

Note—22p.; Paper presented at the Annual Conference of the California Educational Research Association (55th, Burlingame, California, November 18-19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment (to Environment), Attitudes, \*Attitude Tests, Personal Adjustment, \*Physically Handicapped, Post Secondary Education, \*Social Adjustment

The attitudes of 26 physically handicapped and 26 nonhandicapped university students were compared in terms of social adjustment, instructional goals desired, and acceptance/rejection of handicap. Ss were administered three instruments: the Is of Identity, a measure of social adjustment; the Preferred Student Characteristic Scale, an evaluation of affective and cognitive attitudes toward instructional goals; and the Attitude Toward Handicapped Individuals, a scale of attitudes of acceptance or rejection. Results indicated that the two groups did not differ in their social adjustment or in their attitude towards the concept of "handicapped". The handicapped students were found to be more cognitive directed and the nonhandicapped, more affective directed. (CL)

ED 136 468

EC 093 188

Upshur, Bernard

Analysis of Satellite Program for Disruptive Children. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Grant—73-B525; NE-G-00-3-0207

Note—125p.; Best Copy Available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Behavior Problems, Junior High Schools, Regular Class Placement, \*Self Concept, \*Special Classes

The influence of special vs. traditional class placement on 43 maladjusted junior high students

was investigated. Ss were either enrolled in a self-contained setting (Satellite Program) or in a traditional departmentalized program. Among tests administered to Ss were the Piers-Harris Children's Self Concept Scale (CSCS), the Metropolitan Achievement Test, and the Tennessee Self Concept Scale. In addition, attendance data was analyzed. Findings indicated that as measured on the CSCS, control group Ss had more positive concepts of their behavior than Ss in the Satellite Program. No statistically significant difference was found in reading gains by the two groups, and no difference in attendance patterns. Findings led to three recommendations, including the encouragement of special class assignments for disruptive students. (CL)

**ED 136 469** EC 093 189  
A Survey of Opinions of State Directors of Special Education on Regional Resource Center Services: Report.

National Association of State Directors of Special Education, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Dec 76

Note—77p.; Prepared for the Division of Media Services, Learning Resources Branch

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Delivery Systems, \*Department Directors (School), Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, National Surveys, Organization, \*Resource Centers, Special Education, \*State Agencies, State Departments of Education

Presented are the results of a survey of opinions of state directors of special education on short and long range planning for the efficient delivery of Regional Resource Center (RRC) services to state education agencies (SEAs). Listed among the research questions asked is "What are the opinions of state directors of special education on a number of specific questions related to the structure, activities, and management of the RRC system?" The survey instrument is noted to include 38 statements on the management and structure of a hypothetical "ideal" RRC system, 51 statements reflecting potential service needs of state education agencies in six areas (including fiscal needs), and nine questions on the structure and activities of the RRC system. The bulk of the document consists of tables in two sections: section I on management and structure and section II on SEA needs and the emphasis RRCs should extend in meeting each need. A final section includes the answers to 10 questions related to structure and activities of the RRC system. Appendixes contain a brief outline on the background of RRCs, a copy of the survey instrument, a list of states responding to the survey form, and the names and addresses of Consumer Input Conference participants who helped develop the survey instrument. (SBH)

**ED 136 470** EC 093 190

Independent Living for the Physically Disabled.

Atlanta Community, Inc., Denver, Colo.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 76

Note—450p.

**EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.**

Descriptors—Adjustment (to Environment), Community Services, Counseling Services, Daily Living Skills, Employment, Health Services, \*Housing Needs, Individual Development, Legislation, \*Medical Services, \*Personal Adjustment, \*Physically Handicapped, Recreation, \*Severely Handicapped, Transportation

Findings are presented from a 1-year planning study of independent living for severely physically disabled persons. Funded by a federal grant through the city and county of Denver, the study focuses on the following 10 necessary services (with subtopics in parentheses): income assistance (subsidies and typical expenditures), attendant care (recommendations for long-term solutions and a sample budget for a cluster client), medical services (health insurance and health planning), counseling (the effects of the 1973 Vocational Rehabilitation Act), transportation (the Urban Mass Transit Administration), education (mainstreaming), employment (architectural and psychological barriers), recreation (active vs. passive involvement), housing (financing and detailed design standards), and

legislation (antidiscrimination laws). Each chapter lists specific recommendations. The report also contains results of two surveys concerning the disabled population of Denver. Among four appendixes is the format of the needs assessment survey. (CL)

**ED 136 471** EC 093 191

Special Education: Supplemental Guide for the Program for Mildly Intellectually Limited Students Elementary Program - Intermediate Level.

Baltimore County Board of Education, Towson, Md.

Pub Date 74

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Career Exploration, Communication (Thought Transfer), \*Diagnostic Teaching, \*Educable Mentally Handicapped, Elementary Education, Mentally Handicapped, Mobility, Social Development, \*Student Evaluation, Teaching Guides

Intended as a supplement to the "Special Education Program for Educable Retarded Classes, Elementary Program", the guide is designed to aid teachers in determining the observable behavior of the students as they are using the content materials suggested in the Program Guide. The document is divided into five skill areas: oral communication, written communication, motility (the ability and desire to move), social competencies, and occupational exploration. Material is presented in chart form under four headings—objectives (descriptions of the highest level of performance by the student in the learning situation), steps toward the goal (descriptions of the student performances that are deemed necessary to reach the larger objectives), suggested procedures and instructional activities (suggestions that aid the teacher in developing plans for instruction), and resource materials (materials that are currently available). It is noted that evaluation of students' performance levels in the five described areas will allow for the development of educational prescriptions and predictions that can be part of the students' records. (SBH)

**ED 136 472** EC 093 192

Reynolds, Maynard C.

Trends in Education: Changing Roles of Special Education Personnel.

University Council for Educational Administration, Columbus, Ohio.

Pub Date 73

Note—43p.; This paper is an edited version of one presented to UCEA in June, 1973

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Educational Trends, Elementary Secondary Education, \*Futures (of Society), \*Handicapped Children, \*Historical Reviews, \*Special Education Teachers, Trend Analysis

Discussed are the historical aspects of special education and some of the projections for the future, with particular emphasis on the expanding domain in which special educators are expected to serve and the changing boundary lines between special education and other aspects of education. Six major topics are covered (sample subtopics are in parentheses): historical perspective (nineteenth century residential schools), forces and trends in the 1970s (minority groups, individualism, and broadening the mainstream), future trends (some major problem areas, and some predicted organizational restructuring), changing roles of special education personnel (more local educational services for the severely and profoundly handicapped and simplified formal systems for professional standards), general outlook on field developments, and a personal statement of alternatives and preferences (the right to education principle, and legislation, and shared authority). (SBH)

**ED 136 473** EC 093 193

Rogers-Warren, Ann Baer, Donald M.

An Analysis of Two Naturally Covarying Behaviors: Activity Level and Inappropriateness.

Pub Date 76

Note—11p.; Paper presented at the annual meeting of the American Psychological Association (84th, Washington, D.C., September 6, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Behavior Patterns, \*Custodial Mentally Handicapped, Elementary Education, \*Environmental Influences, Exceptional Child

Research, \*Institutionalized Persons, Mentally Handicapped, \*Trainable Mentally Handicapped

Observations of two groups of severely and profoundly retarded children (6-14 years old, n=28) residing in a state institution were carried out to determine what naturally occurring environmental events appear to control the children's behavior. After observing the children from Ward A in two settings, and the children from Ward B in three settings, two clear interrelationships emerged: (1) as activities involving peers and materials increased, inappropriate behaviors systematically decreased; and (2) activity level increased as the number of staff members present increased. (Author/SBH)

**ED 136 474** EC 093 195

Frost, Janice Minisi, Rena

Early Childhood Assessment List.

Northeast Area Learning Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-74-7904

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Early Childhood Education, \*Evaluation Methods, \*Handicapped Children, \*Identification, \*Screening Tests, \*Test Reviews

Provided is a listing of 60 assessment devices that may be used with children between 0 and 60 months. Entries are listed alphabetically by title and usually include the following information: publisher, age range, testing time, cost, and an annotation. It is noted that annotations do not imply support by the sponsoring organization (Northeast Regional Resource Center), but are intended to provide basic information to early childhood educators to consider in selection of assessment devices. Also provided are two table-one listing the tests in a matrix according to 12 month intervals, and another listing the tests according to specific evaluative areas (such as language, visual motor, and speech and language). (SBH)

**ED 136 475** EC 093 196

King, John D. Harris, Ben M.

Training Manual for a Competency-Guided, Individualized Program for Special Education Supervisors 1972-1975. Document No. 13.

Texas Education Agency, Austin; Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Grant—74-75-0955

Note—191p.; See EC 093 197 for related information

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Administrative Personnel, \*Handicapped Children, \*Performance Based Teacher Education, \*Program Descriptions, Special Education, \*Special Education Teachers, \*Supervisors, \*Supervisory Training, Teacher Educator Education, Teacher Educators

Presented is the training manual used to prepare special education supervisors in a competency based and individualized 1-year program at the University of Texas. Noted in the overview are such program concepts as the role of the supervisor in instructional improvement and as an instructional change agent and the need for determining critical competencies. Discussed in the section on program goals, assumptions, and specifications are the generic model, ways to individualize the programs, field experiences, and independent study activities. Competencies are considered in terms of definitions, evaluation of critical competency statements, the critical competency statements, distinguishing characteristics, critical competency domains, and validation of critical competencies. Examined in the chapter on the program model are basic program components, program expectations, time allocations, the formal course component, the field experience component and program relevance and use. Three instructional resources (the independent system learning laboratory, computer assisted instruction, and the management information system) are described. The assessment of trainee performance, assessment instruments, assessment sequence, and competence assessment



and job expectations are discussed in the section on the competency assessment system. Appended are a list of the critical competencies (with a rationale and example of each), a report on the national study of critical competencies, and a list of documents and materials developed by the project. (DB)

**ED 136 476** **EC 093 197**

*Enos, Donald F. Harris, Ben M.*  
An Analysis of Training Experiences in the Special Education Supervisor Training Project 1973-1975. Document No. 14.

Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Grant—74-75-0955

Note—108p.; See EC 093 196 for additional information

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Administrative Personnel, \*Handicapped Children, Performance Based Teacher Education, \*Practicums, \*Program Evaluation, Special Education, \*Special Education Teachers, Supervisors, \*Supervisory Training, \*Teacher Educator Education, Teacher Educators

Presented are an analysis of the field training experiences, and end-of-program evaluation, and a short term follow up study of a 3-year competency based program to train special education supervisors at the University of Texas. Summarized are analysis findings (such as a mean of 13 different school visits per trainee) and satisfaction by trainees. Results of end of program evaluation (via a questionnaire of trainees) indicated that some competencies were covered well by course work while others were covered well in field experiences. Results of a telephone interview survey of the first group graduated (9 persons) is reported to have shown that 78% of the graduates held supervisory or administrative positions 1 year after leaving the project. Appended are such items as the field experience reporting form, a list of competency areas, a list of critical competencies, a list of activities for competency attainment, guidelines for exploratory field experiences, guidelines for the internship, and the end of program evaluation questionnaire. (DB)

**ED 136 477** **EC 093 198**

*Acevedo, Mary A. And Others*  
A Guide for Conducting an Effective Feedback Session. Document No. 15.

Texas Univ., Austin. Dept. of Educational Administration.

Pub Date Sep 76

Note—52p.; For related information see EC 093 196 and EC 093 197

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrative Personnel, \*Communication Skills, \*Feedback, \*Handicapped Children, Listening Skills, Questioning Techniques, \*Special Education Teachers, \*Supervisors, \*Supervisory Training, Teacher Educator Education

Intended for use as part of a training program for supervisors and administrators of special education programs, the instructional module provides a discussion and recommended exercises for improving interpersonal interaction through the use of feedback techniques. Topics considered include establishment of a cooperative relationship, techniques of communication, types of questioning, nonverbal interaction, and listening techniques. Exercises include identifying listening and questioning techniques through script analysis, formulating responses to teacher questions or statements, and role playing a feedback session. Also included is a classroom observation guide. (DB)

**ED 136 478** **EC 093 199**

*Silverstein, Leonard*  
Program for Doubly Handicapped Children. School Year 1974-1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, Exceptional Child Research, \*Mathematics, Mentally Handicapped, \*Multiply Handicapped, Program Descriptions, Program Effectiveness, \*Program Evaluation, \*Reading Readiness, School Aides, \*Severely Handicapped, \*Special Classes, Special Programs, Volunteers

Identifiers—New York (New York)

Presented is an evaluation of a program in seven schools in New York City which provided 19 special classes for 174 doubly handicapped students—mentally retarded and severely physically handicapped—ranging in age from 5 to 21 years old. Among findings listed are that the 30 higher functioning Ss who were given the Wide Range Achievement Test did not achieve significant increases in reading and math, and that pre-reading readiness was significantly increased. Among recommendations discussed are that development of a corps of health aides to feed, toilet, and care for the severely handicapped would increase program effectiveness; that improved seating arrangements are needed; that extension of staff-parent interactions to include a behavioral psychologist would be helpful; and that physical facilities should be upgraded. (IM)

**ED 136 479** **EC 093 200**

*Silverman-Dresner, Toby*

Pre-Placement Program for Severely Multi-Handicapped Blind Children. 1974-1975 School Year. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Blind, \*Daily Living Skills, Exceptional Child Services, \*Multiply Handicapped, \*Parent Participation, Preschool Education, Program Effectiveness, \*Program Evaluation

Presented is an evaluation of a pre-placement program designed to improve the performance of 15 multi-handicapped blind children (4-10 years old) in activities of daily living, and to involve the parents in the children's education. Among findings reported are that all but one of the Ss improved in activities of daily living as measured by the rating scale. It is recommended that the program be continued and that staff suggestions be incorporated into future programming. Test results are presented in tabular form. (IM)

**ED 136 480** **EC 093 201**

*Chorost, Sherwood B.*

Summer Program for Reading and Mathematics for Handicapped Pupils in Special Education Classes (DSEPPS) (Severely Emotionally Handicapped, Hearing Impaired, Multiply Handicapped, Pre-Placement) Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Arithmetic, Aurally Handicapped, \*Criterion Referenced Tests, Early Childhood Education, Elementary Secondary Education, Emotionally Disturbed, Exceptional Child Research, Field Trips, \*Handicapped Children, \*Individualized Instruction, Multiply Handicapped, Program Descriptions, \*Program Evaluation, Reading Difficulty, Recreational Activities, Socialization, \*Special Classes, \*Summer Programs

Presented is an evaluation of a summer program which consisted of individualized and small group instruction in reading and arithmetic, recreational activities, and field trips designed to promote academic and socialization skills for 506 handicapped children. The program is noted to have had four components: severely emotionally handicapped, hearing handicapped, multiply handicapped, and preplacement (multiple learning disorders). Among findings and conclusions discussed are that at least 93% of the children met at least one instructional objective; that the children received outstanding instructional experiences; and that the exemplary program per-

formance is based, in large part, upon the system of setting concrete instructional goals for each child (criterion referenced testing). Also identified as contributory to the program's success were excellent staff skills which provided enthusiastic learning environments, and the concept of breaking the instructional day into academic and recreational segments. Appended materials include descriptions of the criterion referenced tests used and results in tabular form. (IM)

**ED 136 481** **EC 093 202**

*Abordo, Enrique J.*

Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes (Neurologically Impaired - Emotionally Handicapped, Emotionally Handicapped - A and B Classes, Neurologically Impaired and/or Severely Physically Handicapped, and the Demonstration Classes for the Teacher Training Institute). Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—123p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Criterion Referenced Tests, Elementary Secondary Education, Emotionally Disturbed, Exceptional Child Research, \*Handicapped Children, \*Individualized Instruction, Language Skills, Mathematics, Neurologically Handicapped, Physically Handicapped, Program Descriptions, \*Program Evaluation, Reading, Severely Handicapped, \*Summer Programs

Identifiers—New York (New York)

Evaluated was a summer program in reading and mathematics for handicapped pupils in special education classes designed to maintain and improve these skills through individualized and small group instruction. Initial diagnostic testing using criterion-referenced tests indicated target areas for basic skills instruction, which was implemented through the use of a prescriptive multimodal teaching method. After retesting, for each of the four components involved—neurologically impaired/emotionally handicapped, emotionally handicapped (A and B classes), neurologically impaired and/or severely physically handicapped, and emotionally handicapped and neurologically impaired (demonstration classes)—it was found, in respective order, that 91%, 77%, 85%, and 78% of the students mastered at least one math objective; and 93%, 78%, 87%, and 61% mastered at least one language objective. Furthermore, the results indicated that in either category the majority of participants could obtain from one to four instructional objectives. (Appended materials include behavioral objectives used and results in tabular form). (Author/IM)

**ED 136 482** **EC 093 203**

*Miller, Martin B.*

Summer Program of Reading and Mathematics for Handicapped Pupils in Special Education Classes: Speech/Language Impaired Pupils and Mentally Retarded Pupils. Summer 1975. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Criterion Referenced Tests, Early Childhood Education, Elementary Secondary Education, Exceptional Child Research, Handicapped Children, \*Individualized Instruction, \*Language Handicapped, Mathematics, \*Mentally Handicapped, Program Descriptions, \*Program Evaluation, Reading, Recreational Programs, Socialization, Special Classes, \*Speech Handicapped, \*Summer Programs

Evaluated was a summer program of reading and mathematics for handicapped pupils in special education classes consisting of two components: the speech/language impairment component, including 377 students, and the component for mentally retarded pupils, including 315 students. The speech/language component, designed to improve academic skills through individual or small-group instruction, lacked good

definition of the relationship between speech/language improvement concerns and attempts to improve reading skills and did not meet the evaluation objective of mastery of at least one instructional objective by 70% of the pupils. The mental retardation component, largely social-recreational in design, exceeded the evaluation objective of mastery of at least one instructional objective formerly failed by 70% of the pupils, with nearly 88% mastering at least one new objective. However, higher-functioning pupils were restricted due to an insufficiency of range in portions of the training/assessment technique. (Criterion-referenced testing is explained, and results are appended in tabular form.) (Author/IM)

**ED 136 483** **EC 093 204**

*Siperstein, Gary N.*

**Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children. School Year 1974-1975. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—58p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, \*Individualized Instruction, Mathematics, \*Program Descriptions, \*Program Evaluation, Reading, Skill Development, Special Programs, \*Supplementary Education

Presented is the evaluation of a program designed to improve the skills of 2,700 handicapped students (5-16 years old) in the areas of reading and mathematics, using intensive individual and small group instruction and supplementing the special education academic program. Among findings listed are that brain-injured and physically handicapped children, particularly those in elementary grades, made significant academic gains; and that the program varied according to program site. Among recommendations noted are that receiving schools cooperate with the program teacher and teacher trainer in providing supplementary instruction, that orientation and in-service training for teachers be held throughout the year, and that teachers be provided with a curriculum package. Appended materials include a classroom observation profile and test results in tabular form. (IM)

**ED 136 484** **EC 093 205**

*Gottlieb, Jay*

**Supplementary Reading and Mathematics Instructional Skills Program for Handicapped Children (1974-1975). Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Research, Handicapped Children, \*Individualized Instruction, Mathematics, \*Mentally Handicapped, \*Neurologically Handicapped, Program Descriptions, \*Program Evaluation, Reading, Skill Development, \*Supplementary Education

Identifiers—New York (New York)

Evaluated was a program designed to provide individualized supplementary instruction in reading and mathematics for two populations of handicapped children—mentally retarded and neurologically impaired/emotionally handicapped in 34 schools in New York City. Among findings were that statistically significant gains were made on both reading and mathematics subtests of the Wide Range Achievement Test, and that problems were of an administrative nature and easily correctable. Recommendations included that teachers be given more latitude in deciding on the children eligible and amount of instruction each pupil would receive, that only experienced teachers be hired, that teacher trainers have a more defined job role, and that physical space allocations be carefully examined. (Test results are appended.) (IM)

**ED 136 485** **EC 093 206**

*Ramsay, James G.*

**DSEPPS Supplementary Reading Program for Handicapped Children 1975-76. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—50p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Diagnostic Teaching, \*Educational Objectives, Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, \*Program Evaluation, \*Reading Programs, Remedial Reading, \*Research Design, Statistical Data

Identifiers—New York (New York)

Reported is the evaluation of the Division of Special Education and Pupil Personnel Services (DSEPPS) 1975-76 Supplementary Reading Program for Handicapped Children which operated in 43 schools in New York City and served 1,578 children (5-16 years old) through two agencies—the Bureau for the Education of the Physically Handicapped (BEPH) and the Bureau for Children of Retarded Mental Development (CRMD). The reading program is noted to have employed a repeating sequence of diagnosis, prescription, remediation, and evaluation. Among the evaluation objectives listed were statistically significant improvement of Ss in their reading grade level and mastery of eight previously failed instructional objectives in reading. Findings are reported in terms of evaluation objectives, field evaluation check list, discrepancy analysis, and recommendations from the prior year's evaluation. It is concluded that the DSEPPS Reading Program did produce statistically significant improvement in children's reading level; that it was not demonstrated that 70% of any of the groups of children were able to master eight or more instructional objectives from the California Prescriptive Reading Inventory; that for the majority of children, participation in the program resulted in the mastery of instructional objectives which were failed on the pre-test; and that the program coincided with the project proposal. Tables with statistical data are provided; and appended materials are given which include a sample information report form, a data loss form, and a program abstract. (SBH)

**ED 136 486** **EC 093 207**

*Miller, Martin B.*

**Mainstreaming-Supportive Educational Services for the Learning Disabled (DSEPPS) 1975-1976. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Education, Exceptional Child Research, \*Individualized Instruction, Learning Disabilities, \*Neurologically Handicapped, \*Program Evaluation, \*Regular Class Placement, \*Resource Centers, Resource Teachers, Teachers

Evaluated was the program, which followed the resource room model, to provide supplementary individual and small group instruction to 360 mainstreamed children (in grades K-6) diagnosed as neurologically impaired. Aside from providing direct instructional services, program teachers consulted with regular class teachers about problems for students of mutual concern. Evaluation of this program requirement (consultation) showed that the quality of consultation varied as an apparent joint function of program teachers' experience and the extent of support given the program by school administrators in the various centers. Program objectives of significantly improved reading and mathematics skills for participating students were generally achieved. (Author/SBH)

**ED 136 487** **EC 093 208**

*Weinstein, Sanford*

**Diagnostic and Remediation Program to Ameliorate the Reading Disabilities of JHS**

**CRMD Pupils, February-June, 1975. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educable Mentally Handicapped, Educational Diagnosis, Exceptional Child Research, \*Individualized Instruction, Intermediate Grades, Junior High Schools, Mentally Handicapped, \*Program Evaluation, \*Reading Difficulty, Reading Programs, \*Remedial Reading, \*Success Factors, Teaching Methods

Identifiers—New York (New York)

Evaluated was a project designed to provide a supplementary individualized reading remediation program for 1,221 educable mentally retarded students (12-16 years old) from 41 intermediate or junior high schools in New York City. The project goal was to diagnose the reading disabilities of the students, raise their level of reading proficiency, and ameliorate their reading disabilities. Teaching methods included one-to-one and small group instruction, and the use of multisensory instructional materials and equipment. Using pre- and post-test evaluation, it was determined that student participants in the program succeeded in raising their levels significantly beyond the level anticipated had they not participated. It was also found that diagnostic procedures were universally applied and utilized. And finally, it was found that delays in funding shortened the treatment period, and that difficulties in hiring prevented much contribution by psychological support personnel to the success of the program. The aspects of the program which were observed to account for the highly positive results were the individually tailored remedial efforts made possible by small group and one-to-one instruction, and the skill with which teachers executed both diagnostic and remedial tasks. (Author/SBH)

**ED 136 488** **EC 093 209**

*Ellis, Ronald S.*

**Summer Pre-Placement Program for Severely Multihandicapped Blind Children. Summer 1975. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Childhood, Communication Skills, Early Childhood, Exceptional Child Research, \*Individualized Programs, Mobility, \*Multiply Handicapped, \*Parent Participation, Perceptual Development, \*Program Evaluation, Psychomotor Skills, \*Rehabilitation Programs, \*Severely Handicapped, Social Development, Summer Programs

Identifiers—Personal Independence

Evaluated was the Summer Pre-Placement Program for Severely Multihandicapped Blind Children, designed to provide individualized programs for improving the performance of 16 children (4-11 years old) in the following areas—communication skills, vision training, psychomotor and perceptual training, social development, ambulation, self-dependence, self-awareness, and awareness of others. Objectives of the evaluation were to determine if the performance of a majority of students improved across all items at least one scale point in the areas mentioned above, and to determine if parents were involved in the educational and emotional needs of the children and the rehabilitation methods employed. Findings showed that although the project's first objective was not met, no child decreased in terms of the areas under consideration and parents were involved in the program. (Appended are the rating scale, a sample interview schedule, responses to telephone interviews, observation report forms, and a daily schedule.) (SBH)

**ED 136 489** **EC 093 210**

*Ellis, Ronald S.*

**Summer Education Program for Neurologically and Physically Handicapped Children. Summer 1975. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date [75]  
Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
Descriptors—Daily Living Skills, Elementary Secondary Education, Exceptional Child Research, Learning Disabilities, Motor Development, \*Neurologically Handicapped, \*Parent Participation, \*Physically Handicapped, \*Program Evaluation, \*Rehabilitation Programs, Social Development, \*Summer Programs, Swimming

Evaluated was the Summer Education Program for Neurologically and Physically Handicapped Children, designed to improve the performance of 145 children (6-16 years old) in the following areas—gross motor skills, swimming, fine motor skills, socialization with nonhandicapped peers, and independent daily living skills. The program included the following activities: pool hydrotherapy and swimming instruction, physical and occupational therapy, reading and mathematics instruction, arts and crafts, music, instruction in game skills, field day competition, and encouragement of parents to assist and participate in the program. Findings indicated that the program met its objectives of demonstrating a statistically significant improvement of its participants in program skill areas; and that the program as implemented coincided with the program as described in the proposal. (Appended materials include sample observation report forms, the rating scale, a schedule of daily activities, a sample parent questionnaire, and the program abstract.) (SBH)

ED 136 490

EC 093 211

Hollinshead, Merrill T.

**Pre-School Program for Emotionally Disturbed, Language and Perceptually Impaired Children (Title VI) Evaluation Period (December 1974-June 1975). Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Emotionally Disturbed, Exceptional Child Research, \*Identification, \*Intervention, Language Development, \*Learning Disabilities, Perceptual Motor Coordination, Preschool Education, \*Program Evaluation, \*Remedial Programs, Social Adjustment, Speech Improvement

Evaluated was a program designed to make an early diagnosis of the emotional problems and learning disabilities of 40 preschool children, and to furnish educational interventions so that these problems might be ameliorated before the children enter formal schooling. The program centered around speech and language, perceptual-motor activities, and adjustment to peers and adults. Evaluation objectives focused on assessment of improvement of 50% of the participants in areas of language, perceptual-motor development, social and emotional behavior, and attitudes toward and relationships with adults in the educational setting. Pre- and post-test data revealed that statistically significant differences in the direction of gains and improvement were obtained. There was also close agreement between staff members that over 75% of the children had improved moderately or markedly in attitudes toward and relationships with adults. (Among appended materials are statistical data and a sample form used to collect ratings of improvement.) (SBH)

ED 136 491

EC 093 212

Berger, Barbara

**Teacher Training and Program Development in Motor Education for Handicapped Children in New York City Elementary Schools. September 1974-June 1975. Evaluation Report.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, \*Inservice Teacher Education, \*Parent Education, \*Perceptual Motor Coordination, \*Program Evaluation, Regular Class Placement, \*Sensory Training

Identifiers—New York (New York)

Evaluated was a program designed to improve the perceptual, motor/sensory skills of 1,002 handicapped children (5-21 years old) in New York City schools. Program components included motor education training for students, inservice training of classroom teachers and periodic teacher workshops, and parent education through workshops and specially designed training materials. Findings showed that students made significant gains in motor skills as a result of training; that a positive training effect was also evident for classroom teachers; and that the program proved to have a comparable positive impact on parents as well. Recommendations were made that services be enlarged to include additional classes of learning disabled and blind students; and that the scope of teacher training be expanded. (Appended materials include sample data report forms; and copies of the Motor Proficiency Screening Test, the teacher questionnaire, and the parent questionnaire.) (SBH)

ED 136 492

EC 100 006

**Social Services U. S. A.: Statistical Tables, Summaries and Analyses of Services Under Social Security Act Titles XX, IV-B, and IV-C for the 50 States and the District of Columbia. January - March 1976.**

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-77-03300

Pub Date Mar 76

Note—127p.; Questions about this publication should be directed to: Public Services Administration or National Center for Social Statistics, U. S. Department of Health, Education, and Welfare, 330 "C" Street, S.W., Washington, D.C. 20201; Some tables may be marginally legible due to small print

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Child Welfare, \*Handicapped Children, \*National Surveys, \*Social Services, State Surveys, \*Statistical Data, \*Welfare Services

Presented are statistical tables, summaries, and analyses of services which are provided to the handicapped and others for January through March 1976 under the Social Security Act Titles XX, IV-B, and IV-C in all 50 states and the District of Columbia. Highlights of the report are noted for service recipients (such as 3.2 million children and adults received services) and provision of selected services (child day care, health related, protective, family planning, foster care, and adoption services). General comments and technical notes precede the tables and analyses which comprise most of the document. Tables provide information by state and in summary form and have the following titles: "Count of Primary Recipients", "Primary Recipients by Category", "Summary of Supplemental Security Income", "Services Provided", "Services Provided by Category", "State Services", "Summary of Day Care", and "Summary of Day Care by State". Appended are a glossary of terms; summaries of social services, child welfare, and work incentive programs; and data collection forms. (DB)

ED 136 493

EC 100 008

Plantec, P. Hospodar, J.

**Evaluation of the National/State Leadership Training Institute on the Gifted and Talented. Final Report.**

Operations Research, Inc., Silver Spring, Md. Spons Agency—Illinois State Office of Education, Springfield.

Pub Date 73

Contract—G-154

Note—236p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Administrator Education, Elementary Secondary Education, \*Gifted, \*Institutes (Training Programs), \*Leadership Training, \*Program Development, Talented Students

Presented is the first year evaluation of the National State Leadership Training Institute for the gifted and talented (N/S-LTI-G/T). Sections provide information on the background and purpose of the LTI and the report, the general evaluation plan (including research design and integrated analysis plan of the LTI), planning and early operational phase activity of the N/S-LTI-G/T (including planning phase activity, and manage-

ment of the operational phase of the LTI by objectives), organization and implementation of the first summer institute (such as program objectives and organizational structure), interviews with cognizant LTI personnel (including their planning role in the summer LTI and impressions of the summer LTI operation), and conclusions and recommendations. The following evaluation findings are highlighted: the program objectives were satisfactorily met during the LTI's first year, the overall effectiveness of the organization and management of the LTI was very well received by the participants, each participating team developed a state plan during the institute, and the expectations generated by the LTI participants were generally met during the institute. (DB)

ED 136 494

EC 100 009

Vinton, Dennis A.

**Development of a Program Model for New Careers for Handicapped Children and Youth in the Recreation and Hospitality Career Cluster. Final Report.**

Kentucky Univ., Lexington. Curriculum in Recreation and Parks.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 76

Contract—300-75-0344

Note—201p.; For related information see EC 100 010

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Career Education, Elementary Secondary Education, \*Handicapped Children, Leisure Time, Program Descriptions, Program Development, \*Program Evaluation

Identifiers—Final Reports

Presented is the final report of a project to develop a program to prepare handicapped students in grades K-12 for careers in the leisure occupations. Described are project activities and procedures undertaken to meet the three basic objectives: 1) to select, develop, and describe a career education program model; 2) to develop and describe an implementation plan which includes a guide for teacher training; 3) to pilot test the program model in one school system. Other project activities considered include the literature review and analysis, the development of objectives, the specification of classroom approaches, and revisions of the model, implementation plan and guide. Among six appendices are sample pilot test evaluation questionnaires and an instrument for reviewing the career education guide. (CL)

ED 136 495

EC 100 010

Vinton, Dennis A. And Others

**Planning and Implementing Career Education for the Special Student, with Emphasis on the Leisure Occupations.**

Kentucky Univ., Lexington. Curriculum in Recreation and Parks.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 76

Contract—300-75-0344

Note—266p.; For related information see EC 100 009

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Behavioral Objectives, Career Awareness, \*Career Education, Career Exploration, Career Planning, Elementary Secondary Education, \*Handicapped Children, Leisure Time, \*Program Descriptions, \*Teaching Guides, Teaching Methods

A program of career education for exceptional students in the leisure occupations is described. It is explained that the book is designed for regular and special class teachers. Chapters one and two present information on career education principles and implementation. Chapters three through five deal with practical teaching concerns. Behavioral objectives are discussed, and educational objectives are listed for each phase of the career education program (awareness, orientation, exploration, and preparation phases). Chapter four reviews two approaches to career education: the learning center approach (with two sample units for career awareness phase), and competency based instruction (with samples from career orientation and exploration phases). Chapter five presents information on general considerations and career education implications of six disability areas: hearing impaired, learning disabled, mentally retarded, orthopedically han-



dicapped and other health impaired, visually impaired, and emotionally disturbed. Chapter six focuses on such nonclassroom components of the model as counseling, work training, job placement and followup. Also cited is the importance of record keeping and occupational information systems. Chapter seven reviews the leisure occupations which are broken down into four sub-clusters (including tourism and hospitality services and environmental-based services) and 11 job families (such as travel services and resource conservation/preservation services). The final chapter presents a competency based inservice training program for teachers in providing career education services to the handicapped. (CL)

**ED 136 496** **EC 100 011**

*Powers, Gerry Lewis, Jim*  
1970-1975 Follow-Up of Hearing Impaired Graduates of Pennsylvania.

Bloomsburg State Coll., Pa.; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 76

Note—159p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Aurally Handicapped, \*Deaf, Employer Attitudes, \*Employment, \*Followup Studies, \*Graduate Surveys, Parent Attitudes, Post Secondary Education, \*Vocational Adjustment

Identifiers—\*Pennsylvania

A followup study of 167 hearing impaired graduates from Pennsylvania educational institutions from 1970-1975 was conducted. Four instruments—a student questionnaire, an educational history form, a parent followup survey, and an employer survey were used to gather data. Among results were that the jobs held by deaf Ss did not require the use of any specific communication; employers felt the most appropriate types of jobs for Ss was any position with limitations; 83% of the Ss were single; 87% had a driver's license; 68% did not have a fulltime job lined up before they graduated; 66% were satisfied with their high school training for their present job; approximately one-third of the parents indicated they had received no counseling; and the majority of parents felt their child's job training was inadequate. (CL)

**ED 136 497** **EC 100 012**

*Dade County Procedures for Providing Special Education for Exceptional Students.*

Dade County Public Schools, Miami, Fla. Div. of Elementary and Secondary Education.

Pub Date Apr 76

Note—346p.

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—Administration, \*County Programs, \*Due Process, Exceptional Child Education, \*Handicapped Children, Program Descriptions, \*Program Guides, \*Special Education

Identifiers—\*Florida (Dade County)

Described are procedures and policies of the Dade County Florida Public Schools regarding special education. Considered are nine basic areas: philosophy of the program (including an organizational chart and description of the case staffing procedure), due process guidelines (including review procedures and exclusion), contractual services (such as contracts with non-public schools), facilities, statistics covering programs and students, inservice education, federal programs, special state programs, and procedures for providing 12 county programs (including programs for the educable and trainable mentally retarded, the speech and language impaired, and the socially maladjusted). Suggested forms are included throughout the document. (CL)

**ED 136 498** **EC 100 013**

*Love Your Resource Neighbor: A Guide to Resource Collaboration in Head Start.*

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [76]

Note—65p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Agency Role, \*Community Agencies (Public), Conferences, \*Handicapped Children, Preschool Education, Prevention, Screening Tests, State Agencies

Identifiers—\*Project Head Start

A product of a May 1976 conference on Head Start's collaboration with other agencies, the guide presents information on providing services

to preschool handicapped children and their families. The first section discusses the development of the Kentucky State Advisory Council to Head Start's Program for Exceptional Children. Reviewed in the second section are screening procedures used by the state of North Carolina. The rationale, planning, training activities, personnel roles, implementation, evaluation, and followup of the screening are analyzed. The final section discusses the planning involved in holding a conference on prevention and early intervention with developmental disabilities in Owensboro, Kentucky. Considered are such elements as scheduling, advertising and promotion, and planning. Also included in the document are scripts from three slide/tape shows on agency collaboration. (CL)

**ED 136 499** **EC 100 014**

*Hodkins, David, Ed.*

*Guide to Recruitment: A Manual for Head Start Personnel in Recruiting Handicapped Children.*

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Guidelines, \*Handicapped Children, \*Identification, \*Information Dissemination, \*Intervention, Preschool Education, \*Publicize, Public Relations, Referral

Identifiers—\*Project Head Start

Intended for Head Start personnel, the manual outlines a recruitment campaign for identifying and enrolling children who have health impairments requiring special education and related services. Briefly covered are the following topics: rationale for the recruitment campaign; targets of recruitment (which include Head Start families, the general public, health and social services, and agencies serving the disabled); an overview of advertising; history of advertising; the use of newspapers, radio, television, outdoor advertising, and promotional activities (along with the advantages and disadvantages of each); detailed guidelines for using recruitment strategies; and evaluation of recruitment efforts. Appended are sample copy for a radio spot, a sample news release, a sample direct mail letter, a slide-tape script, and recruitment evaluation forms. (SBH)

**ED 136 500** **EC 100 015**

*Pinkstaff, Donna Cansler, Dorothy P.*

*The Integration of Head Start Components: A Materials Manual.*

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [76]

Note—106p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Delivery Systems, \*Handicapped, Organizational Communication, Preschool Education, \*Program Coordination, Role Perception, \*Staff Improvement

Identifiers—\*Project Head Start

Intended for use by local Head Start programs, the manual is designed to facilitate and improve the integration of components in the delivery of services to handicapped children and their families. The document is divided into four units, each designed for use as a 1 1/2-hour staff session. Unit I focuses on the issues of defining and clarifying job responsibilities and on recognizing some of the elements of conflict within and between various roles. Unit II gives ways of achieving coordination with other components by studying the elements of teamwork design, understanding the tasks of responsibility in each component, identifying potential areas for coordination, and identifying specific activities for achieving coordination on tasks. Described in Unit III on interstaff communications and interactions are exercises to develop greater group participation. A final unit provides information on the utilization of a staff session to plan and coordinate services to the handicapped child and his family and includes suggested procedures and role of the leader in conducting the meeting, case material, and useful planning forms. (SBH)

**ED 136 501** **EC 100 016**

*Sundberg, Mark L. And Others*

*Success in New Classrooms: Determined by Teacher Praise and Reprimands.*

Pub Date Sep 76

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Behavior Change, \*Contingency Management, Elementary Education, Exceptional Child Research, \*Multiply Handicapped, Reinforcement, \*Social Behavior

A study involving 7 multiply handicapped students (6-13 years old) was conducted to shape appropriate classroom social behaviors and to maintain them with little social approval, to examine what effects reprimands had on student behavior, and to see if combination of reprimands and praise could result in good classroom behavior when reprimands were faded in. A group learning situation was set up wherein the teaching procedures were faded from "praise and ignore" to "praise and reprimand", while maintaining high levels of social and academic behavior. Following training, six Ss were placed in more advanced programs; and follow-up contacts indicated that all six children were progressing according to their teachers' satisfaction and maintaining appropriate social behavior. (Author/SBH)

**ED 136 502** **EC 100 017**

*Program Resources for Secondary Handicapped.*

Northeast Area Learning Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—300-75-0036

Note—258p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Community Resources, Evaluation Methods, Expenditure Per Student, Financial Support, \*Handicapped Children, Information Dissemination, \*Instructional Materials, Parent Participation, Personnel, \*Program Descriptions, Program Evaluation, Resource Guides, Secondary Education, Teaching Methods, Vocational Education

The resource guide provides information on 79 exemplary secondary programs serving handicapped youth in seven states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont) and on instructional materials for use in a resource room or learning resource center collection in secondary and vocational education for the handicapped. Project profiles are presented alphabetically under the appropriate state and include the following information: project director, years in operation, cost per child, funding sources, other affiliations, student population, site description, project staff (number of personnel and type of inservice training), and program information (goals and objectives, description of methods and content of instruction, screening and testing, use of community resources, parent involvement, evaluation, and dissemination capabilities). Information (such as publisher, brief description, and cost) is also given on instructional materials in seven content areas—consumer education, driver education, language arts, mathematics, science, self-development skills, and vocational education. In addition, a publisher's index and a table listing programs by state are provided. (SBH)

**ED 136 503** **EC 100 018**

*Marino, Justin F.*

*Homebound Teenage Parenting.*

Pub Date Apr 76

Note—7p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adolescents, \*Pregnancy, \*Special Health Problems

Teenage parenting and pregnancy is discussed in terms of incidence, health consequences, effect on teenage growth and development, social and economic costs, and existing programs sponsored by DHEW (Department of Health, Education, and Welfare). (SBH)

**ED 136 504** **EC 100 019**

*Lazar, Alfred A. Demos, George D.*

*Reasons for Taking a Course About the Gifted.*

California State Univ., Long Beach.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 23 Oct 75

Contract—OEG-0-74-2794

Note—11p.; Paper presented at the National Association for Gifted Children Annual Conference (Chicago, Illinois, October 23, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Exceptional Child Research, \*Gifted, Higher Education, \*Student Attitudes, \*Teacher Education

Investigated with 110 university students taking an introductory gifted education course were the relationships between sex, three instructional levels (elementary, secondary, and special education), and reasons for taking the course. Data was collected over a 4-year period. Six reasons for taking the course were identified, which included that some students were curious about the gifted and creative; and that the major portion of the teachers were from elementary education and female. (SBH)

**ED 136 505** EC 100 020  
 Clark, Vernon L., Comp. Johnston, Sonya P., Comp.

**Description of Projects: Developing Strategies for Integrating and Delivering Services to Handicapped Children in Head Start Programs.**

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Pub Date Jun 74  
 Note—359p.; Hard copy not available due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Activities, Community Resources, \*Delivery Systems, Early Childhood Education, Evaluation Methods, Exceptional Child Services, \*Handicapped Children, Identification, \*Intervention, Parent Participation, Personnel, \*Program Descriptions, Program Evaluation, \*Program Planning, \*Regular Class Placement Identifiers—\*Project Head Start

Provided are separate reports on 14 Head Start programs offering strategies for integrating and delivering services to handicapped children. Information is given on programs in the following locations: Brighton, Colorado; Lawrence, Kansas; Norfolk, Virginia; Portland, Maine; Cooperstown, New York; Crow Agency, Montana; Anchorage, Alaska; Bristol, Florida; Tucson, Arizona; Portage, Wisconsin; Seattle, Washington; Chapel Hill, North Carolina; St. Paul, Minnesota; and Stigler, Oklahoma. Reports usually include sections on the project's philosophy; intervention strategy (such as handicapping conditions served, geographical area served, recruitment, screening and diagnostic procedures, plan for integration, daily activities, services, parent involvement, and staff training); staff roles and skills (job titles and responsibilities); and community and regional resources. Program plan outlines which cover the target, goal, outcome objectives, activities, and evaluation are also provided for most of the programs. (SBH)

**ED 136 506** EC 100 021  
 Riley, Neil C. And Others

**Non-Categorical Preschool Model: Teacher and Parent Training Manual. Preschool Unit.**

Pub Date [76]  
 Note—85p.; For related information, see ED 078 616

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
 Descriptors—Behavior Change, Case Studies, Conceptual Schemes, Guidelines, Handicapped Children, Intervention, Literature Reviews, \*Models, \*Parent Education, Preschool Education, \*Preschool Programs, \*Program Descriptions, \*Severely Handicapped, \*Teacher Education

Described is a preschool program designed to provide early intervention in special education for severely handicapped children, which is noted to have been expanded to include children with severe behavioral disturbances and cognitive and developmental disabilities. The program is reported to serve nine children for 3 hours daily five days a week, to provide teacher training, to include parent training, and to present an opportunity for educational and behavioral research. Brief sections cover a review of relevant literature, responsibilities of staff members and teachers or parents in training, curriculum, schedules, rules and procedures, and a description of the three phases of the parent training program. Included are individual case study profiles of eight children. Appended materials include copies of forms used at the preschool, such as a daily lesson plan, progress report, student

teacher evaluation sheet, and clinic evaluation form. (IM)

**ED 136 507** EC 100 022

**1974 Annual Report of the National/State Leadership Training Institute on the Gifted and Talented. Appendix: Sections A and B.**  
 Elsbury Systems Analysis, Ltd., Flushing, N.Y.

Note—265p.  
**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Annual Reports, \*Gifted, \*Institutes (Training Programs), \*Leadership Training, \*Program Development, \*Program Evaluation, Questionnaires, \*School Statistics, \*Talented Students

Provided are appendices from the 1974 annual report of the Leadership Training Institute on the gifted and talented. Included in Section A are a copy of a letter from the project director to consultants and the following tables: table 1—response to student activity questionnaire, table 2—public elementary and secondary school information, table 3—private and parochial elementary and secondary information, table 4a—4f—expenditures of public schools 1970 - 1975, table 5a - 5f—professional personnel 1970 - 75, table 6a - 6f—student population 1970 - 1975. Section B presents the following: the general information questionnaire and a program evaluation, tables with information on states slow to respond to the questionnaire and states not responding to follow-up efforts, the second summer conference report, and conferences questionnaire analysis. (IM)

**ED 136 508** EC 100 023

Kenis, Thomas, Comp.  
**An Evaluation of the Illinois Leadership Training Institute for Region V Educators of Gifted and Talented Children.**

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.

Pub Date Nov 74  
 Note—80p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Conference Reports, Elementary Secondary Education, \*Gifted, \*Institutes (Training Programs), Leadership Training, Program Descriptions, \*Program Evaluation, \*Talented Students

Summarized in the report is information obtained at the Illinois Leadership Training Institute which was held for persons concerned with education of gifted and talented children in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The first chapter contains information on the participants and their backgrounds and interests. Chapter II (and the appendices) describe the sessions of the institute itself. Contained in Chapter III is a collection of the participants' judgements of the institute. Chapter IV includes the evaluator's summary of the institute with final recommendations, which includes the suggestion that participants communicate with each other prior to the next institute. Appended material includes a list of participants, preconference and postconference forms, brief descriptions of the sessions, evaluation forms, and letters to participants. (IM)

**ED 136 509** EC 100 024

**Project Talented and Gifted, End of Grant Report. (ESEA Title III) Appendix IV: Part 1 of Two Bindings.**

Pub Date [77]  
 Note—148p.; For related documents, see EC 092 051 and EC 092 052

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Educational Resources, Elementary Secondary Education, Exceptional Child Education, \*Gifted, \*Instructional Programs, \*Learning Activities, Learning Modules, Resource Guides, Science Units, Social Studies Units, \*Talented Students, \*Teacher Developed Materials, Teaching Methods, \*Units of Study

Presented is a collection of instructional program units, or mini-workshops, developed by the coordinators and resource personnel working in Project Talented and Gifted and used by students participating in the project at the elementary and secondary level. Sections on each topic usually cover objectives and outlines of each session in the workshop, materials needed, a bibliography of resources, suggested resource persons, topics for individual research, library skills needed, and modes of presentation. Included are units on such topics as physiology and heredity, electronics,

solar energy, bicycle maintenance, animal behavior, ornithology, archaeology, meteorology, astronomy, statistics, and ecology. (IM)

**ED 136 510** EC 100 025

**Project Talented and Gifted, End of Grant Report. (ESEA Title III) Appendix IV: Part 2 of Two Bindings.**

Pub Date [77]  
 Note—150p.; For related documents, see EC 092 051 and EC 092 052

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Art, \*Educational Resources, Elementary Secondary Education, Exceptional Child Education, \*Gifted, \*Instructional Programs, \*Learning Activities, Learning Modules, Music, Resource Guides, Social Studies Units, \*Talented Students, \*Teacher Developed Materials, Teaching Methods, \*Units of Study

Presented is a collection of instructional program units, or mini-workshops, developed by the coordinators and resource personnel working in Project Talented and Gifted and used by students participating in the project at the elementary and secondary level. Sections on each topic usually cover objectives and outlines of each session in the workshop, materials needed, a bibliography of resources, suggested resource persons, topics for individual research, library skills needed, and modes of presentation. Included are units on such topics as basic piano and composition, sculpture, silk screen printing, drawing, movie making, acrylic painting, physical activities, rug hooking, short form poetry, elementary Spanish, creative dramatics, and beginning law. (IM)

**ED 136 511** EC 100 026

Proger, Barton B.  
**Curriculum Management Systems and Objectives**

**Banking Efforts in Pennsylvania.**

Pub Date [76]  
 Note—16p.; Paper presented at the Conference on Curriculum, Objectives, and Measurement sponsored by the Office of Los Angeles County Superintendent of Schools (Los Angeles, California, February 28 to March 2, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Conceptual Schemes, \*Curriculum Problems, \*Educational Objectives, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, \*Management Systems, Models, \*Systems Approach Identifiers—Pennsylvania, \*SER LARS

Described is the Special Education Resources Location Analysis and Retrieval System (SER-LARS), a curriculum management system for several areas of exceptionality developed by the National Learning Resource Center of Pennsylvania; and briefly viewed are other curriculum management system efforts in Pennsylvania. Problems of building objectives banks are explored. The author notes that a curriculum-free management system (such as SER-LARS) appears to suffer from fatal flaws at this point of technological development, and that the curriculum-embedded model is the only system seen to be effective at this time. (IM)

**ED 136 512** EC 100 027

Cashman, William E., Ed. And Others  
**Position Paper on Learning Disabilities.**

Northeast Area Learning Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76  
 Note—16p.; For the summary of proceedings from the March task force meeting, see EC 090 962

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Classification, \*Definitions, Elementary Secondary Education, \*Identification, \*Labeling (of Persons), \*Learning Disabilities, Teacher Education

Presented is a position paper on learning disabilities developed by the Region 9 Task Force (State education directors or their designates from Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island and Vermont). It is explained that the Task Force met in March 1976 to share state and regional concerns about definitions, identification guidelines, and personnel preparation procedures. Described is the outcome of a subsequent meeting in May at which task force members drafted the position paper. Stating that the label as well as the category of learning disabilities is unnecessary, the

paper lists nine conclusions, including the need for a major change in our conception of exceptional children and the importance of a better relationship between general and special education. (CL)

**ED 136 513** EC 100 028

**Training Activities for Preparing Personnel to Design and Implement Workshops.**

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [77]

Contract—OEC-0-74-7899

Note—348p.; For related information, see EC 100 029 and EC 100 030

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Group Dynamics, Inservice Education, Interaction Process Analysis, \*Multiply Handicapped, \*Program Planning, \*Severely Handicapped, \*Teacher Educator Education, \*Workshops

Third in a series of workshops for personnel dealing with severely multiply handicapped students, the inservice package is intended to teach potential trainers to provide effective inservice programs. The package focuses on group process skills (four modules) and organizational skills needed for planning and conducting a workshop (six modules). Among group process information analyzed are the roles of the facilitator and the participant and the communication skills which promote effective group interaction. Examined in the second part are such organizational skills as determining the participants' inservice needs, selecting appropriate presentation methods, modifying activities to suit participants' needs, and evaluating the inservice program. Modules contain facilitator notes and activity notes as well as specific worksheets and observation forms. (CL)

**ED 136 514** EC 100 029

**Informal Diagnosis and Prescriptive Programming: A Follow-Up Workshop.**

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [77]

Contract—OEC-0-74-7899

Note—300p.; For related information, see EC 100 028 and EC 100 030

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—Behavioral Objectives, \*Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, Inservice Education, Learning Processes, Material Development, \*Multiply Handicapped, \*Severely Handicapped, Task Analysis, \*Teacher Education, Teacher Educator Education, \*Workshops

The second of a series of three workshops on working with severely multiply handicapped students, the document reviews material presented in the first workshop and examines implementation of the informal diagnostic and programming skills. Presented as review are the following inservice modules: defining the problem and identifying what will meet the student's need, task analysis, error pattern analysis, systematic inquiry, discovering what the child can and can't do, behavioral objectives, task analysis of materials, and matching learner characteristics with material characteristics. Three additional modules cover the topics of student learning methods, ways to modify materials, and implementation of informal diagnostic and prescriptive skills. Each module contains three sections—facilitator notes, activity notes, and activity sheets—which serve as guidelines for the workshop trainer. Appended are evaluation procedures. (CL)

**ED 136 515** EC 100 030

**Informal Diagnosis and Prescriptive Programming: In-Service Training Modules for Personnel Who Teach the Severely, Multiply Handicapped.**

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [77]

Contract—OEC-0-74-7899

Note—163p.; For related information, see EC 100 028 and EC 100 029

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Behavioral Objectives, Classroom Materials, \*Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, \*Inservice Education, Material Development, \*Multiply Handicapped, \*Severely Handicapped, Task Analysis, \*Workshops

Presented are six inservice modules designed for personnel working with severely multiply handicapped students. Facilitator notes, activity notes, activity sheets, and worksheets or recording sheets are presented for the following modules: defining the problem and identifying what will meet the student's need, task analysis, systematic inquiry, behavioral objectives, task analysis of materials, and designing materials for the educationally handicapped. It is explained that these modules focus on a diagnostic-prescriptive model. Evaluation information is presented in the appendix to assess participants' progress. (CL)

**ED 136 516** EC 100 031

*Gamble, Michael W.*

**A Pilot Program in Creative Growth for Severely Physically Handicapped Secondary Students of the Human Resources School, Albertson, New York: A Descriptive Study.**

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Creative Dramatics, \*Physically Handicapped, \*Program Descriptions, Secondary Education, Severely Handicapped

A creative drama program for eight secondary school aged severely physically handicapped students is described. The 20-session program is explained to have focused on effective communication through such drama activities as sensory exploration tasks, poetry, pantomime and improvisation. Space and time limitations of the program are cited. (CL)

**ED 136 517** EC 100 032

*Wade, David O. Knight, Martha F.*

**Applying Behavioral and Political Principles in Developing Mainstream Special Education Programs.**

Pub Date May 76

Note—21p.; Paper presented at the Annual Convention of the Midwestern Association of Behavior Analysis (2nd, Chicago, Illinois, May 1, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Conceptual Schemes, \*Consultation Programs, Elementary Secondary Education, Exceptional Child Research, \*Handicapped Children, Models, \*Program Development, \*Program Effectiveness, \*Regular Class Placement, School Districts, \*Success Factors

Identifiers—Vermont

An analysis of variables effecting the success of mainstreaming programs in 27 school districts in Vermont—five of which were unsuccessful in that consulting teacher services were not maintained for more than two years, and 22 of which were successful in that consulting teacher services were maintained for more than two years—was undertaken. Results indicated that initial success and acceptance of the consulting teacher mainstreaming model was achieved through gaining administrative and institutional political support, and that districts involved in planned district development consistently gained the administrative and institutional support. Among proposals offered were that instructional units dealing with local school-community political systems and related behavior analysis be incorporated into consulting teachers' training programs, that a data retrieval system be developed that will measure levels of administrative and institutional support, and that the relationship of this support to the service effectiveness be further analyzed. (IM)

**ED 136 518** EC 100 107

*Murphy, Philip J.*

**Oklahoma Child Service Demonstration Center Formal Final Evaluation. July 1, 1975 to June 30, 1976.**

Pub Date 76

Contract—300-75-0372

Note—80p.; Programs for Children with Specific Learning Disabilities, P.L. 91-230, Title VI-G; For related information, see EC 100 106

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Demonstration Projects, Exceptional Child Research, \*Group Counseling, In-

dividualized Instruction, \*Individualized Programs, \*Learning Disabilities, Models, \*Program Descriptions, \*Program Evaluation, Secondary Education

Provided is the 1975-76 evaluation of a center providing individualized prescriptive programs for secondary-level learning disabled students. Changes in the program for the third year of operation are noted to have been an emphasis on the evaluation of the group counseling format (based on Reality Therapy and using a team of two co-facilitators) used with 69 of the students. Results of the evaluation, which are presented in tabular form, are discussed. Among the findings discussed are that there was a significant positive gain in English grades for those students involved in group counseling when compared to controls; and that work methods, teacher approval, education acceptance, study attitudes, and study orientation all showed significant gains made by the group counseling students in relation to the control students. (IM)

**ED 136 519** EC 100 108

*Frith, Greg*

**Doctoral Internships in Special Education Via State Education Agencies.**

Pub Date [76]

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Doctoral Programs, Exceptional Child Education, Graduate Students, \*Handicapped Children, \*Internship Programs, Special Education Teachers, \*Teacher Education, Teacher Interns

Listed are some considerations, including advantages and disadvantages, of doctoral internships in special education programs within state education agencies. Among advantages noted are that the student gains knowledge of the daily functioning of a state department while maintaining relations with his university, and that an awareness of other professionals in the field is increased; and among disadvantages reported are that the internship may increase the length of a doctoral program, and that the student may be assigned specific responsibilities without accompanying authority. (IM)

**ED 136 520** EC 100 109

**A Directory of Selected Resources in Special Education. Series No. 2.**

Merrimack Education Center, Chelmsford, Mass. Pub Date 77

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Bibliographies, Elementary Secondary Education, \*Handicapped Children, \*Instructional Materials, \*Regular Class Placement, \*Resource Guides, Resource Materials, Special Education

Intended for teachers and administrators integrating special needs students into appropriate mainstream settings, the directory provides an annotated listing of resources covering home-school communications, classroom techniques, testing and assessment, media and materials, and other reference sources and bibliographies. Entries usually include title, author, availability, and a brief description of the material. Brief sections cover topics such as early childhood, teacher training materials, and places and projects to study and visit. Included is a listing of Massachusetts Title III projects and a selection of ERIC references. (IM)

**ED 136 521** EC 100 110

**Discussion Leader's Guide: Parent/Child Home Stimulation. The Marshalltown Project. Revised July 1975.**

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—5065

Pub Date Jul 75

Note—212p.; For related information, see EC 100 111

Available from—Area Education Agency 6, The Marshalltown Project, 507 East Anson Street, Marshalltown, Iowa 50158 (\$4.00)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Contingency Management, Creativity, Discipline, Early Childhood Education, \*Handicapped Children, \*Home Instruction, Language Development, \*Parent Education,



\*Parent Role, Perceptual Motor Learning, Self Concept, \*Stimulation, Teaching Guides, Toys  
The discussion leader's guide to a parent education course in the mental stimulation of handicapped young children is organized by the topics of the 12 sessions: orientation, responsive program, toys as learning tools, creativity, self concept, behavior modification, discipline, language, sensory/motor development I and II, and open session. Included for most of the sessions is an overview in terms of goals, objectives, and activities; a discussion guide; scripts of any audio-visual presentations; and any necessary forms. The program is described as including parent/child home toy sessions, and a preschool playroom as well as the parent classes. (SBH)

**ED 136 522** **EC 100 111**  
**Parent Discussion Manual: Parent/Child Home Stimulation. The Marshalltown Project. Revised July 1975.**

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Jul 75

Note—353p.; For related information, see EC 100 110

Available from—Area Education Agency 6, The Marshalltown Project, 507 East Anson Street, Marshalltown, Iowa 50158 (\$6.00)

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

Descriptors—Contingency Management, Creativity, Discipline, Early Childhood Education, \*Handicapped Children, \*Home Instruction, Language Development, \*Parent Education, \*Parent Role, Perceptual Motor Learning, Self Concept, \*Stimulation, Toys  
Identifiers—\*Parent Resources

Intended for parents, the manual is for a 12 week parent education course on the mental stimulation of young handicapped children. Major objectives of the course are helping the child feel positively about himself and helping the child develop his intellectual abilities. Material reinforcements are offered parents who meet criteria for attendance, assignments, and learning episode evaluations. Major topics considered at the weekly meetings are the responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification, language development, and sensory motor development. The following games are taken home and used with the children: sound cans, color lotto, number puzzle, feely bag, shape-o-ball, flannel board, pegs and pegboard, wooden table blocks, stacking squares, and spinner games. Sections usually include assignment sheets, an introductory discussion, recommended materials, suggested activities, and games to play with the toy to be taken home that week. (SBH)

**ED 136 523** **EC 100 250**

Howell, Keith A.  
**Sex Education for Handicapped Students.**

Pub Date Nov 76  
Note—9p.; Paper presented at the Conference on "Breaking Affective Barriers for the Handicapped," Virginia Council on Health and Medical Care (Roanoke, Virginia, November, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Educational Philosophy, Elementary Secondary Education, \*Handicapped Children, \*Sex Education

Discussed are various views toward sexuality and their effect on programs of sex education for handicapped children. Views ranging from repression of sexuality except for reproduction to an emphasis on pleasure are covered. The author supports an approach to sex education that concentrates on students discovering how they think and feel about sex issues. Guidelines for this approach (such as allowing students to talk about sexual matters using dirty words) are offered. Stressed is the need for teachers prepared to teach a sex education curriculum which focuses upon decision making, growth and development, and interaction needs of all students. (DB)

**ED 136 524** **EC 100 251**  
**Program Evaluation and Pupil Information in Special Education.**

California State Dept. of Education, Sacramento.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Conceptual Schemes, Elementary Secondary Education, \*Evaluation Methods, Exceptional Child Education, \*Handicapped Children, \*Models, \*Program Evaluation

Described are two new models for educational evaluation with emphasis on special education: the Consumer Model for Program Evaluation and the Synthesis of Abilities Model for Pupil Information. It is explained that the Consumer Model for Program Evaluation covers the governance structure of education and emphasizes the pupil as the focal point with the chief features being responsibility, budget, trained people, reporting, use of information, design, measures, and basis for evaluation. The Synthesis of Abilities Model for Pupil Information is noted to be applicable to all pupils in all learning situations with the chief features being abilities, spheres of response, analyses, and synthesis. Ten abilities are identified in five spheres of performance and quantitative and contrastive analyses are discussed. Emphasis in the model is placed on pupil performance elements in three phases of learning: preparation, acquisition, and use. Learning is defined as a measurable, verifiable change in performance. Program evaluators and managers at all levels of the governance structure of education are encouraged to work with consumers to clarify their information needs, specify the evidence required, and provide the resources necessary to supply accurate, timely, and helpful information. (Author/DB)

**ED 136 525** **EC 100 252**

Wray, Kenneth A.  
**Helping Parents Acquire and/or Maintain Realistic Expectations of Their Child's Learning Abilities. Mini Practicum Report.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Nov 76

Note—42p.; Mini Practicum Report; Hard copy not available due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, Exceptional Child Research, \*Learning Disabilities, \*Parent Child Relationship, Parent School Relationship, \*Parent Teacher Conferences, \*Records (Forms)

Evaluated with a total of 89 parents was the effectiveness of a structured reporting format in guiding the parent teacher conference so that parents were able to acquire and/or maintain realistic expectations of their learning disabled children's abilities. The form included a section asking parents to explain their goals for the child, a section presenting the pupil's academic strengths and weaknesses in a graphic manner, a section on detailing the child's work habits, and a summary section. Indications of parental growth were observed in their self evaluation responses and their children's improved school performance both of which improved after the parent teacher conferences regardless of whether the reporting form was used. Appended are the results of the teachers' evaluation of the form, a sample reporting form, and a summary of post-conference teacher evaluations. (DB)

**ED 136 526** **EC 100 253**

Vidauri, Otilia V.  
**Changing the Staff Selection Process for Special Education. Maxi II Report.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Jun 76

Note—97p.; Maxi II Report, Nova University; For a copy of the source book developed during the practicum, see EC 100 254

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Administrator Education, Certification, \*Department Directors (School), Elementary Secondary Education, \*Handicapped Children, Inservice Education, \*Personnel Selection, Practicums, Seminars, \*Special Education Teachers, Teacher Qualifications, Teacher Selection  
Identifiers—\*Texas

Presented is the report on a practicum to implement a series of activities to assist Directors of Special Education in the task of personnel identification and selection. Specific issues considered are skills or competencies in special education staff roles, guidelines for special education certification in Texas, and practices and

techniques in the selection of special education personnel. Reviewed are the following practicum activities: conducting a needs assessment to identify problem areas in the selection of special education staff; surveying the literature for results of research on effective competencies for successful special education staff; designing and publishing a self-study source book on staff selection for Directors of Special Education; designing and implementing a seminar for Special Education Directors on "Changing the Staff Selection Process in Special Education"; disseminating a source book to a large population of individuals involved in staff selection on the public school, college, and university settings; making observations of interviews conducted by a target population of directors who undertook self-study of the source book; designing and using numerous instruments applicable to the practicum activities; analyzing and reporting results of the data collected; and conducting formative and summative evaluation activities. Appendices include a practicum design chart, a staff selection checklist, and a chart of the evaluation model. (SBH)

**ED 136 527** **EC 100 254**

Vidauri, Otilia V.

**Changing the Staff Selection Process: A Source Book for Directors of Special Education.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date [76]

Note—76p.; For related information, see EC 100 253

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Administrator Education, \*Administrator Guides, Certification, \*Department Directors (School), Elementary Secondary Education, \*Handicapped Children, Inservice Education, \*Personnel Selection, \*Special Education Teachers, Teacher Qualifications, Teacher Selection  
Identifiers—\*Texas

Intended for Special Education Directors, the source book is designed to provide assistance in the areas of personnel identification and selection. In part I, recommended competencies are listed for the following special education staff: resource classroom teacher, self-contained teacher, vocational adjustment teacher, generic classroom teacher, administrator, supervisor, educational diagnostician, counselor, psychologist, and special education teacher aide. Part II on staffing the schools covers the following topics: practices and techniques in the selection of staff (on the question of relative validity, on staff selection methods, interviews, biographical information, reference checking, rating scales, transcripts, sociometric devices, applicant's personality, and "halo effect"); on hiring the handicapped; unlawful employment practices; and a new interview approach—the teacher perceiver interview guide. A final section offers a brief summary of staff selection practices and a list of questions to be used in interviews for special education teacher selection. Appended are Texas guidelines for special education personnel, an interview checklist, proposed interview questions, and role description models for special education programs. (SBH)

**ED 136 528** **EC 100 255**

Keller, Joel L.  
**Educational Process Evaluation by Teachers.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date Jun 76

Note—226p.; Individual Practicum, Nova University; Best copy available

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Conceptual Schemes, Demonstration Projects, \*Educational Diagnosis, Elementary Secondary Education, Evaluation Methods, \*Identification, \*Inservice Teacher Education, \*Learning Disabilities, Models, Practicums, \*Program Development, \*Student Evaluation

Reported on is a practicum involving training of ten teachers from five schools to conduct screening and educational process evaluation of potential learning disabled students. Brief sections cover the project's background, statement of the problem, objectives, and approach to the solution. Activities of the practicum are reported to include obtaining approval to conduct the practicum, organizing a practicum leadership team, conducting a needs assessment review, developing a training model, and inviting participation by principals. Noted are the following practicum outcomes: development of evaluation criteria,

audit of student diagnostic folders, training of ten classroom teachers and counselors, design of a training manual, and determination of a \$300 cost per teacher budget. The major portion of the document consists of appendices which include the following: copies of the authorization and preparation letters and forms for the implementation of the practicum, process materials used in developing and evaluating the model for educational process evaluation, a list of program monitors, an outline of the plan of action, correspondence with participating principals and practicum leadership team members, and an outline on institutionalizing the practicum. (SBH)

**ED 136 529** EC 100 256

Rogers, George W., Jr.  
Retarding the Retarded.  
Note—Sp.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, Mentally Handicapped, \*Parent Attitudes, Special Education Teachers, Stereotypes, \*Teacher Attitudes, \*Trainable Mentally Handicapped Identifiers—Parent Resources

Intended for parents and beginning special education teachers, the paper focuses on the negative or debilitating attitudes held toward trainable mental retardates. The major point stressed is that teachers and parents must look to the retardate for their lead and move from that point; rather than molding the retardate's behavior to fit their misperceptions or distorted views of mental retardation. (SBH)

**ED 136 530** EC 100 258

Meyers, Celeste, Ed.  
The Live Oak Curriculum: A Guide to Preschool Planning in the Heterogeneous Classroom.

Alpha Plus Corp., Piedmont, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77  
Grant—OEG-0-74-0529  
Note—354p.; For related information, see EC 100 259 and EC 100 260

Available from—Circle Preschool, 9 Lake Avenue, Piedmont, California 94611 (\$20.00, includes Individual Assessment)

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

Descriptors—\*Class Activities, Cooking Instruction, \*Curriculum Guides, Dramatics, Early Childhood Education, \*Handicapped Children, Handicrafts, Language Arts, Mathematics, Motor Development, Music Activities, \*Preschool Education, Regular Class Placement, Science Activities

Identifiers—Education of the Handicapped Act

Presented is a curriculum guide for preschool programs serving both handicapped and nonhandicapped children. It is explained that the guide is intended to suggest classroom activities which will strengthen existing skills and encourage development of new skills. The guide presents information on objectives, materials and procedures for the following nine program areas (with sample activities in parentheses): materials (vegetable printing, carpentry, and lipstick murals); self image/multi-cultural (life-size self-portraits, parade preparation for Chinese New Year); language arts (matching and sorting by sight, sequencing pictures, storytelling); dramatic arts (puppet shows, role playing, story dramatization); movement (pre-relay races, creative games, memory games); music (songs to encourage group spirit, foster rhythm, and teach concepts); mathematics (number puzzle, geometric shape houses, ordering objects by size); science (magnets, environmental collage, anatomy activities); and cooking (recipes which emphasize measurements, no-cook recipes, and recipes which emphasize sensory experiences). (CL)

**ED 136 531** EC 100 259

Fankhauser, Glenda And Others  
Circle Preschool First Chance Project. Individual Assessment. A Title VI-C Project.

Alpha Plus Corp., Piedmont, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77  
Grant—OEG-0-74-0529  
Note—51p.; For related information, see EC 100 258 and EC 100 260

Available from—Circle Preschool, 9 Lake Avenue, Piedmont, California 94611 (\$1.50)  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Child Development, Early Childhood Education, \*Handicapped Children, \*Preschool Education, \*Preschool Evaluation, \*Student Evaluation

Identifiers—Education of the Handicapped Act

A checklist is presented for assessing preschool handicapped and nonhandicapped children's development in six skill areas: language, gross motor, cognitive, fine motor, socio-emotional, and self help. The assessment describes a specific observable skill and includes information on the chronological age range. The chart provides space for recording date of student performance and re-evaluation. (CL)

**ED 136 532** EC 100 260

Fankhauser, Glenda And Others  
Circle Preschool: The First Chance Project. Classroom Screening. A Title VI-C Project.

Alpha Plus Corp., Piedmont, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 77  
Note—38p.; For related information, see EC 100 258 and EC 100 259

Available from—Circle Preschool, 9 Lake Avenue, Piedmont, California 94611 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Developmental Disabilities, Early Childhood Education, Handicap Detection, \*Handicapped Children, \*Identification, \*Preschool Education, \*Screening Tests

Identifiers—Education of the Handicapped Act

Presented is a screening device for use in preschool programs to identify children with serious developmental delay. It is explained that the instrument will also help the classroom teacher to obtain a class profile. Screening tasks are charted and incorporated into lesson plans for the following skill areas: gross motor, fine motor, language, cognitive, self help, social/school-adaptive. (CL)

**ED 136 533** EC 100 261

Thomas, George And Others  
Supply and Demand for Child Foster Family Care in the Southeast.

Regional Inst. of Social Welfare Research, Athens, Ga.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jan 77  
Grant—SRS-09-P-56015/4-07  
Note—210p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Child Welfare, Delivery Systems, Elementary Secondary Education, \*Foster Children, \*Foster Family, \*Human Services, \*Needs Assessment, Research

Described is a study of foster care services for 31,911 children in eight southeastern states. It is explained that questionnaires were completed by state and county foster care officials and by foster families. Results are reported to indicate that the foster child sample was largely white preteens, evenly divided between the sexes. The effects of funding, recruitment, licensing, and the role of the foster parent on the current supply of foster homes are discussed. Cited are potential sources of demand outside the current foster care programs such as the low income family, abused and neglected children, institutionalized children with special needs, and delinquent children. Estimates of the unmet need for foster care are given. Proposed is a phased effort to close the gap between supply and demand. Among recommended actions are providing a clearer role definition of the foster parent, heightened recruitment efforts, development of licensing standards, and establishment of training programs for foster parents and foster care workers. Appended are study questionnaires. (CL)

**ED 136 534** EC 100 262

Chamberlain, William A.  
A Planning Model for the Development of Programs for Abused and Neglected Children in Rural Areas.

Regional Inst. of Social Welfare Research, Athens, Ga.  
Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Abuse, Child Welfare, \*Community Planning, \*Community Services, Elementary Secondary Education, Family Problems, \*Neglected Children, \*Regional Planning, \*Rural Areas, Social Planning, Social Services

Described are planning steps involved in developing programs for abused and neglected children in rural areas. Among barriers cited are economic factors and resistance to social planning. Emphasized is the need for congruence among local and regional agencies and organizations. Analyzed are six planning stages: entry, in which consultants gain acceptance from area decision makers; needs assessment, in which problems and available services are identified; diagnosis, in which the situation is evaluated; action, in which efforts are made to achieve the goals; systems change, in which the improved protective service system is adopted; and synthesis and maintenance in which useful changes are continued and nonfunctional changes are eliminated. (CL)

**ED 136 535** EC 100 263

Consumer Education Program for the Developmentally Disabled Adult.

Pub Date 75  
Note—42p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adults, \*Consumer Education, \*Developmental Disabilities, \*Economically Disadvantaged, \*Educable Mentally Handicapped, \*Learning Activities, \*Lesson Plans, Mentally Handicapped, \*Money Management

Outlined is the content of a consumer education course for low income and educable developmentally disabled adults. The program is divided into four concept areas (lesson topics are in parentheses): decision making (values and goals, and needs and wants); money management (values of money, the budget or spending plan, and the savings plan); wise buying (clothing, personal needs, personal luxury, food, consumer protection, and shoplifting); and personal security (types of available insurance, types of credit, and contracts). A statement of lesson objectives, a list of activities, suggestions for evaluation, a summary, a list of visuals used, and a bibliography are provided for each concept area. (SBH)

**ED 136 536** EC 100 264

Stanley, Julian C.  
Brilliant Youth: Improving the Quality and Speed of Their Education.

Pub Date 76

Note—27p.; Paper presented at the annual meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976); For related information, see EC 081 831

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Acceleration, Aptitude Tests, Educational Alternatives, \*Enrichment Programs, Exceptional Child Research, \*Gifted, \*Identification, Intelligence Quotient, \*Mathematics, Secondary Education

The three phases (finding seventh and eighth grade mathematically talented students, studying them, and helping them educationally) of the Study of Mathematically Precocious Youth (SM-PY) are detailed, and examples of the superiority of educational acceleration over educational enrichment are pointed out. Results of standardized intelligence tests are seen to be less helpful than scores on the mathematics part of the College Entrance Examination Board's Scholastic Aptitude Test in identifying gifted students for SMPY. Four types of enrichment (busy work, irrelevant academic, cultural, and relevant academic) are described and contrasted with academic acceleration. Presented is the case of 11 1/2-year-old boy who was helped educationally by entering college before completing high school. Stressed is the need for flexibility that makes a variety of educationally accelerative possibilities (such as grade skipping and college courses for credit) available for the student. (SBH)

**ED 136 537** EC 100 265

Who Speaks for Children? Child Advocacy in Philadelphia: A Community Development Approach 1971 to 1976.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 76  
Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Case Studies, \*Child Advocacy, Community Education, \*Community Programs,

\*Demonstration Projects, Early Childhood Education, Elementary Secondary Education, \*Handicapped, Interagency Cooperation, \*Intervention, Program Descriptions, \*Program Development

Identifiers—\*Pennsylvania (Philadelphia)

The handbook focuses on the methods and techniques used in the Child Advocacy Project (Philadelphia), a community development project for child advocacy in five areas—education, youth activities, health and welfare, legal rights, and handicapped and mentally retarded children. Brief sections cover the following areas (sample topics are in parentheses): introduction (goals of the Child Advocacy Project and the community development approach); organizing a community council (extensive community preparation for participation, continuous training for council members, and council member activities); training lay advocates (guidelines for visitations of juvenile institutions); community education (community workshops, community health fairs, and community education materials); liaison with other groups (membership on city, state, and other boards); examples of intervention procedures in eight cases; and case studies in coordinated techniques of advocacy. Noted among the program's accomplishments are the operation of 48 alternate learning centers, establishment of a preschool center for the early discovery and treatment of children with learning disabilities, and identification and inclusion of handicapped and mentally retarded children in the regular educational system. (SBH)

ED 136 538 EC 100 266

Khan, M. Wasi And Others

Indiana Study of Educational Needs and Programs of the Gifted and Talented.

Indiana State Dept. of Public Instruction, Indianapolis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 76

Note—283p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—\*Administrator Attitudes, Definitions, \*Educational Needs, \*Educational Programs, Elementary Secondary Education, Exceptional Child Research, Financial Support, \*Gifted, Identification, Incidence, Questionnaires, State Surveys, \*Talented Students, \*Teacher Attitudes

Identifiers—\*Indiana

Presented are the findings of a study involving 1,470 public and non-public school principals and 1,248 teachers to provide a statewide data base that would aid in planning adequate and efficient allocation of resources to meet the educational needs of gifted and talented students in Indiana. Chapter 1 provides an introduction to the study with sections on the study's purpose and objectives, scope and significance, definition and identification of giftedness, method and procedures, and analysis of data. Responses of administrators and teachers are summarized in chapter 2 under the following areas: definition and incidence of giftedness, identification of the gifted and talented, attitudes and programs, essential factors and major difficulties in providing programs for the gifted and talented, support factors, and financial provisions. In chapter 3, study findings are discussed in three areas (identification, programming, and support factors) and include that few schools have adequate identification programs, that there are two major alternatives (acceleration and regular versus special class arrangements) when considering the gifted and talented child's educational needs, and that respondents agreed that the most significant obstacles to development of gifted and talented educational programs were inadequate financial support, lack of trained personnel, and too many other priorities. A final chapter reviews highlights of the study and recommendations. Appendixes include sample questionnaires, tabulated information, and a computer printout summarizing statistical data. (SBH)

ED 136 539 EC 100 267

Sanford, Ann And Others

The Chapel Hill Model for Training Head Start Personnel in Mainstreaming Handicapped Children. Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date 74

Note—247p.

Available from—Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, North Carolina 27103 (\$5.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Conceptual Schemes, Demonstration Projects, Educational Assessment, \*Educational Resources, \*Handicapped Children, Identification, Individualized Programs, Language Instruction, Models, \*Parent Participation, Preschool Education, \*Professional Training, \*Program Descriptions, Regular Class Placement, \*Remedial Programs, Resource Centers, Screening Tests, Teaching Methods

Identifiers—\*Project Head Start

Presented is the final report of the Chapel Hill Project, a demonstration model designed to provide services to the Head Start Program for handicapped preschool children in Johnston County, North Carolina. Such services as screening, assessment, establishment of a resource center, development of intake services and individual educational programs, parent programs, staff training, placement and follow-through programs, and dissemination and demonstration of teaching methodology and curriculum are noted objectives of the project. Sections cover the following service areas: staff training (pre-service and in-service), resource services, training Program WIN (Work Incentive Now) mothers, and the remedial language program. Appended material includes a behavioral checklist and other evaluation forms, classroom organization and scheduling guidelines, sample lesson plans, and worksheets. (IM)

ED 136 540 EC 100 268

Mays, Maxine.

State of Ohio Curriculum Guide for Moderately Mentally Retarded Learners.

Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

Pub Date 77

Note—95p.

Available from—Curriculum Guide, State Office Tower, 30 East Broad Street, Room 1236, Columbus, Ohio 43215 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Behavioral Objectives, \*Communication Skills, \*Curriculum Guides, \*Interpersonal Competence, Leisure Time, Mentally Handicapped, Responsibility, \*Self Care Skills, Self Concept, \*Trainable Mentally Handicapped, Travel Training

Provided is a curriculum guide based on the lifelong learning needs of moderately retarded persons. Behavioral objectives are identified at each of six levels of functioning which approximate the mental age levels of 1.5, 3.0, 5.0, 7.0, 8.0, and 8.0 + (adult) years. Sections cover the following persisting life problem areas: (1) developing the ability to communicate, (2) managing one's body, (3) understanding one's self and others, (4) fulfilling home and work responsibilities, (5) developing the ability to travel, and (6) developing leisure time alternatives. A final section provides guidelines for implementing the curriculum, covering planning and using instructional units and planning the daily schedule. (IM)

ED 136 541 EC 100 450

Bartholomew, Robert P. And Others

An Investigation of the Physical Environment and Its Effect on MR Youth. Revised.

Pub Date 77

Note—147p. This document replaces EC 090 998 - ED 127 766

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adolescents, \*Architecture, Building Design, \*Classroom Environment, Color, \*Custodial Mentally Handicapped, \*Design Needs, Environmental Influences, Exceptional Child Research, \*Institutional Environment, Interior Space, Lighting, Literature Reviews, Mentally Handicapped, Questionnaires, \*Trainable Mentally Handicapped

Provided is the revised and updated version of a report on the effects of physical environment on the learning behavior of 13 institutionalized moderately and severely retarded individuals (14

to 18 years old). An introductory section covers the need for research in environmental control, study objectives and procedures, methodology, and hypotheses tested. Examined in a review of the literature are such aspects of architectural design as furniture, space, color, and light; and covered are details of lighting and behavior studies not included in the original report. A section on methods and procedures covers information on the Ss, apparatus, lighting, color, space density, procedure (which entailed the manipulation of four environmental conditions), and the recording of two types of behavior (on-task behavior and ambient-task movements). Among the effects reported from manipulating color, space, lighting, and space-color were that ambient behavior associated with hyperactivity was not increased by color change and that space reduction resulted in increased on-task behavior. The results of a questionnaire survey involving interior designers, architects, and special educators are also provided in the form of guidelines for designing an appropriate physical environment. Also included are numerous references, tables, and diagrams. (IM)

ED 136 542 EC 100 451

Cappello, Joseph F.

The Report of the Inter Agency Committee on the Education and Vocational Rehabilitation of the Handicapped. 1974-1975.

New Jersey State Association of Rehabilitation Facilities, Trenton.; New Jersey State Dept. of Education, Trenton.; New Jersey State Dept. of Labor and Industry, Trenton.

Pub Date 74

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Agencies, Conference Reports, Directories, Exceptional Child Services, \*Handicapped, Rehabilitation Centers, Resource Guides, Sheltered Workshops, \*Vocational Rehabilitation

Identifiers—\*New Jersey

Reported are the activities of the Inter Agency Committee on the Education and Vocational Rehabilitation of the Handicapped in New Jersey for the year 1974-1975. The purposes and functions of the committee are listed, and the Inter Agency conference held in October, 1974 is described. Included are copies of the invitation and the program, summaries of speeches, a description of group functionings, the proposed policies recommended by the various groups, and a list of participants. The bulk of the document consists of directories of policies, services, and procedures of agencies providing educational and vocational rehabilitation services to the handicapped; and directories of county supervisors, coordinators, New Jersey vocational rehabilitation services, and sheltered workshops and psychiatric rehabilitation centers. (IM)

ED 136 543 EC 100 452

Drash, Philip W.

Treatment of Hyperactive Two-Year-Old Children.

Florida State Mental Health Inst., Tampa.; University of South Florida, Tampa. Dept. of Psychology.

Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date 76

Note—19p.; Paper presented at: American Psychiatric Association (129th, Miami Beach, Florida, May 10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Change, \*Contingency Management, Exceptional Child Research, \*Hyperactivity, Learning Disabilities, Males, Operant Conditioning, \*Parent Participation, \*Positive Reinforcement, Preschool Education

Examined with five preschool male children (1 year, 11 months to 2 years, 6 months old) was the effectiveness of a behaviorally oriented treatment program to reduce hyperactivity. Ss were enrolled in a behavior modification class which met for 2 hours per day, 3 days per week, and parents were enrolled in a parent training program. Among findings were that hyperactivity and distractibility fell from the 99th percentile to the 58th percentile, total disturbed behavior fell from the 99th percentile to the 77th percentile upon completion of the program, compliance behavior increased in all settings (home, institute, and classroom), and all parents made marked progress in their ability to use contingent positive



reinforcement in control of their child's behavior. (IM)

ED 136 544 EC 100 454

**Braddock, David**  
**Dollars and Sense in Special Education.**  
Council for Exceptional Children, Reston, Va.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Jun 76

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Cost Effectiveness, \*Economics, Elementary Secondary Education, Employment Opportunities, Exceptional Child Education, Foreign Countries, \*Handicapped Children, \*Institutionalized Persons, \*Program Costs, Special Education

Identifiers—Deinstitutionalization

Presented is an analysis of cost benefit factors in special education showing that special education for persons with handicaps of varying severity leads to decreased dependency, increased economic self sufficiency, and longterm cost effectiveness. Considered are the following aspects: education as human capital investment, the economic benefits of special education, basic aspects of self sufficiency, the near average earnings of the mildly disabled, the greatly reduced earnings of the severely disabled, education for self sufficiency, costs of special education, costs of institutionalization, long term quantitative benefits of special education, the earnings-education ratio, special education payback via tax recoupment, payback period analysis results, positive investment return of special education, a case for public investment in special education in foreign countries. Tables include a continuum of alternative living arrangements, a continuum of education alternatives, components of special education costs, a comparison of cost indices by exceptionality and six different studies (and states), the ratio of future earnings of retarded workers to costs of their public education, and special education payback period computations. (DB)

ED 136 545 EC 100 455

**Hertz, Lorraine**

**Getting Started on How to Educate Gifted Students: A Workshop Planning Guide.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—23p.

Available from—The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, \*Gifted, Guidelines, \*Inservice Teacher Education, \*Program Planning, \*Resource Guides, Talented Students, Workshops

Presented is a guide providing a step by step procedure and time line for planning and conducting inservice workshops for teachers of the gifted and talented. Considered are long range planning for an inservice training program, preparing materials for use in workshops, planning for individual workshops, conducting the workshop, materials used in the workshop, and post-session activities. Most sections are displayed in chart form showing step number, number of days before first session, the activity, and the person responsible. Suggested materials are listed for three workshop sessions focusing on: (1) overview of gifted child education and identification of gifted children; (2) curriculum and programming at the elementary and secondary levels; and (3) independent study methods for gifted and talented students. (DB)

ED 136 546 EC 100 456

**Media Resource Listing.**

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Pub Date Feb 77

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Catalogs, Elementary Secondary Education, Films, Filmstrips, \*Handicapped Children, Inservice Education, \*Instructional Media, Video Tape Recordings

Presented is the media resource listing of 22 slide tapes, 13 video tapes, and 14 films available

for rental or purchase from the Meyer Children's Rehabilitation Institute in Nebraska. Provided for each listing is title, purchase price, intended audience, time, date, and an annotation. Most media materials are intended for students, professionals, teachers, and parents. Also included are an annotated list of 11 publications of the institute, a list of media materials and booklets currently in production, and ordering information. (DB)

## FL

ED 136 547 FL 007 577

**Sajavaara, Kari Lehtonen, Jaakko, Ed.**

**A Select Bibliography of Contrastive Analysis.**  
**Jyväskylä Contrastive Studies, 1. Reports from the Department of English, University of Jyväskylä, No. 1.**

Jyväskylä Univ. (Finland). Dept. of English.

Pub Date 75

Note—126p.

Available from—Department of English, University of Jyväskylä, 40100 Jyväskylä 10, Finland (\$6.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Bibliographies, \*Contrastive Linguistics, \*English (Second Language), Error Analysis (Language), \*Finnish, Language Instruction, Linguistic Theory, Morphology (Languages), Phonetics, Phonology, Psycholinguistics, Second Language Learning, Semantics, Syntax

This is the first volume in a report series on a Finnish-English contrastive project begun in 1974. The primary purpose of this bibliography is to provide up-to-date material on contrastive topics for Finnish students and teachers. It does not aim at being a complete list of materials in the field of contrastive studies, nor in the field of Finnish language. The material was originally collected for the contrastive project, and thus reflects the project's orientation. A main section classifies the material under three headings: (1) general works; (2) semantics, syntax, and morphology; and (3) phonetics and phonology. Entries are listed in alphabetical order and with a reference number. A topic-based index appended to the bibliography contains 56 headings referring to various fields of research or grammatical categories; each heading is followed by a series of code numbers referring to the numbers in the alphabetical lists. (Author/AM)

ED 136 548 FL 008 026

**Sutton, Peter**

**Cape Barren English. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 13.**

Linguistic Society of Australia.

Pub Date 75

Note—38p.; Filmed from best available copy

Available from—Linguistic Communications, c/o Department of Japanese, Monash University, Clayton, Victoria, Australia 3168 (\$8.00 Australian per issue)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Creoles, \*Dialects, \*English, Language Research, Language Usage, \*Language Variation, Phonetics, \*Phonology, Pidgins, Regional Dialects, Syntax, Vocabulary

Identifiers—Australia (Cape Barren Island), Australia (Tasmania)

Cape Barren English is clearly the most aberrant dialect of English spoken in Australia. Descended from English sealers, whalers and ex-convicts and their Aboriginal wives, the inhabitants of Cape Barren Island, Tasmania, have lived in relative isolation for the last 150 years or more. Their dialect is not a creolized pidgin; it has a number of lexical and phonological elements traceable to the rural dialects of southwest England, which are not found elsewhere in Australia. There are also strong traces of Aboriginal "foreign accent" at a phonological level. The specialized terminology of whaling and sealing has been adapted to the insular environment, especially in the exploitation of mutton-bird rookeries. (Author)

ED 136 549 FL 008 113

**Wilkins, D.A.**

**Grammatical, Situational and Notional Syllabuses.**

Spons Agency—Council of Europe, Strasbourg (France).

Pub Date Aug 72

Contract—84/71

Note—13p.; Paper presented at the International Congress of Applied Linguistics (3rd, Copenhagen, Denmark, August 1972)

Available from—Julius Gross Verlag, POB 102423, D-6900 Heidelberg 1, Germany (DM 55, 1972 AILA Proceedings)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, \*Communicative Competence (Languages), Course Content, \*Curriculum Design, \*Curriculum Guides, Grammar, \*Language Instruction, \*Modern Language Curriculum, Post Secondary Education, \*Second Language Learning, \*Semantics, Teaching Methods

Identifiers—Notional Syllabuses

Most textbooks for teaching foreign languages have as their basis a grammatical syllabus. The theory has been that it is easier for students to learn a language if they are exposed to one part of the grammatical system at a time. Recently critics have questioned this theory, arguing that the grammatical syllabus fails to provide the necessary conditions for the acquisition of communicative competence. An alternate approach which has been suggested is to construct a situational syllabus which would focus upon teaching what is most relevant to a particular group of learners. If teaching were based on particular types of situations, however, all of the learner's language needs would not be met. A possible solution is the creation of a semantic or notional syllabus which would consider the content of probable utterances and from this determine which forms of language would be most valuable to the learner. The notional categories would be organized into two sections, the first made up of six semantico-grammatical categories: (1) time; (2) quantity; (3) space; (4) matter; (5) case; and (6) deixis. The second set is made up of eight categories of communicative function: (7) modality; (8) moral evaluation and discipline; (9) suasion; (10) argument; (11) rational enquiry and exposition; (12) personal emotions; (13) emotional relations; and (14) interpersonal relations. This notional framework is intended to provide the means by which a certain minimum level of communicative ability in European languages can be set up. (CFM)

ED 136 550 FL 008 114

**Wilkins, D.A.**

**The Linguistic and Situational Content of the Common Core in a Unit/Credit System.**

Council of Europe, Strasbourg (France).

Pub Date 73

Note—15p.; In "Systems Development in Adult Language Learning," Council of Europe, 1973.

Available from—Council of Europe, Avenue de l'Europe, 67 Strasbourg, France

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Students, Communicative Competence (Languages), \*Course Content, Course Descriptions, \*Course Objectives, \*Curriculum Guides, Curriculum Planning, \*English (Second Language), Grammar, \*Language Instruction, Language Usage, Second Language Learning

This study is one of a number of investigations undertaken to prepare the groundwork for the introduction of a language learning system for adults. The language material to be learned will be organized into units and a learner will be awarded a specified number of credits on completion of each unit. The contents are to be defined with reference to the nature of the learners and their linguistic needs. This paper proposes a way of resolving, within a single framework, the problems of determining first what is grammatically necessary as a sound basis of all language use, and secondly what constitutes a speaker's communicative competence. The framework is organized in notional, or semantic, categories. By considering first what the content of utterances is likely to be, it is possible to decide which forms of language will be most valuable. The notional information will need to be supplemented by information on grammatical categories which are obligatory for particular languages but possibly not predictable from the notional approach. Indications are given of notions needed at the threshold level and their formal realization.

tions. A number of detailed examples are given of the varied ways in which some of the functional categories are expressed in English. (Author/CFM)

ED 136 551 FL 008 200

Dubuc, Robert

Banque de Terminologie de l'université de Montréal. Description du système Termium (Terminology Bank of the University of Montreal. Description of the Termium System).

Pub Date Jan 75

Note—22p.; In French

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingualism, Computers, Data Bases, \*Dictionaries, \*English, \*French, Information Sources, Information Storage, \*Information Systems, Language Usage, Lexicography, Technical Writing, \*Translation, \*Vocabulary

The terminology bank at the University of Montreal is described. It consists of a dictionary of scientific and technical terms in the form of a bilingual card index permitting the entry of information into a computer and its retrieval via a terminal. The bank is intended for use by translators, government publication offices, information agencies, the media, publicity organizations, and technical and scientific research and education centers. Priority is given to new terms which cannot be found in traditional dictionaries or familiar terms which have acquired new meanings. The terminology bank is distinguished from a word bank in that the former is concerned with how the same scientific or technical words may be used differently in different languages. Thus, each entry provides a context of usage with a term, accompanied by the source and date of the context. (CLK)

ED 136 552 FL 008 272

Ramirez, Manuel And Others

Spanish-English Bilingual Education in the U.S.: Current Issues, Resources, and Research Priorities. CAL-ERIC/CLL Series on Languages and Linguistics, No. 41.

Center for Applied Linguistics, Arlington, Va.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—NIE-C-74-0151

Note—85p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (\$3.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Biculturalism, \*Bilingual Education, \*Bilingualism, Cognitive Development, Cognitive Style, Cultural Pluralism, Educational Objectives, Educational Resources, \*English (Second Language), \*Intellectual Development, Intelligence Differences, Language Attitudes, Language Instruction, Language Programs, Language Usage, Language Variation, Program Evaluation, Research Needs, Second Language Learning, Sociolinguistics, \*Spanish, Spanish Speaking, Student Evaluation, Teacher Education

This report is the result of an investigation conducted to identify the current issues, resources, and funding priorities in Spanish-English bilingual education in the United States. Although it deals solely with Spanish-English bilingualism, a great deal of the material should prove to be relevant to other bilingual situations in the United States. Chapter 1, "Introduction," defines bilingual education and discusses its goals, justification, and literature. Chapter 2, "Linguistic Aspects of Bilingualism," considers language dominance, language variety, language usage, language teaching, language attitudes, and teacher training. Chapter 3, "Intellectual Development and Cognitive Styles" analyzes the numerous attempts to determine whether bilingualism enhances or depresses performance on IQ tests. Chapter 4, "Culture," deals with the bicultural element in bilingual education programs. The important question of when and what to assess in bilingual education is the subject of Chapter 5, "Assessment," which also deals with assessment personnel, instruments and models. In the final chapter an attempt is made to establish priorities for research. Appendices A and B contain lists of persons consulted and resources for bilingual/bicultural education, respectively. (CFM)

ED 136 553 FL 008 273

Rosenthal, Marilyn S.

The Magic Boxes: Children and Black English.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—80p.; CAL-ERIC/CLL Series on Languages and Linguistics No. 43 and ERIC/ECE Catalog No. 159

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (\$3.80)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Black Attitudes, \*Black Dialects, Black Stereotypes, Black Youth, English, \*Language Attitudes, Language Development, \*Language Research, Language Usage, Language Variation, \*Preschool Children, \*Racial Discrimination, Social Development, Socialization, Sociolinguistics, Standard Spoken Usage

Identifiers—\*Black English

This study is concerned with the acquisition of social awareness of language differences in preschool children, particularly their awareness of the differences between black and standard English (BE and SE). Awareness is defined as a type of sociolinguistic perception involving three related abilities: (1) discrimination (the ability to discriminate between BE and SE solely on the basis of linguistic variables), (2) categorization (the ability to categorize people according to race on the basis of their speech), and (3) attitude (the expression of attitudes and value judgments vis-a-vis representative speakers of each variety). Three tasks were constructed to investigate these three aspects. The effects of group, age, and sex were also examined. The children were drawn from two contrasting populations: sample A consisted of 90 upper middle class urban/suburban white children attending a private nursery school and a private day school kindergarten; sample B comprised 46 lower class semi-rural black children in a public day care center and a public kindergarten. The findings revealed that preschool children do discriminate, categorize and express specific attitudes toward BE and SE. In all tasks, age and group were the most significant variables. (Author/CFM)

ED 136 554 FL 008 275

Odawaka, Karl, Ed.

Culture and Civilization of the German Speaking States. Proceedings of the Tenth Annual Iowa Regional AATG Workshop, University of Northern Iowa, March 21-22, 1975.

American Association of Teachers of German.

Pub Date 76

Note—115p.

Available from—American Association of Teachers of German, 339 Walnut St., Philadelphia, Pennsylvania 19106 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Area Studies, Conference Reports, \*Cultural Background, \*Cultural Education, Culture Contact, Educational Change, \*German, \*German Literature, Immigrants, \*Language Instruction, Language Teachers, Political Science, Second Language Learning

Identifiers—Austria, East Germany, \*German Culture, Germany, Switzerland, West Germany

These Proceedings include 26 addresses and papers on culture and civilization in German-speaking countries. Papers on politics and culture in Switzerland, East and West Germany, and Austria begin the book. These papers were written by Gerhard Weiss, Franz Lehner, Eduard Adler, Sonja Elm and Karl Borchard. Three sections on teaching culture and civilization include articles on beginning language classes, images of women in German culture textbooks, culture in art, German dialects and teaching of medieval German civilization. These papers were written by Henri Chabert, Fritz König, Marion Clay, John ter Haar, James Sandrock, Karen Bahnck and Ford Parkes. A section on German-American heritage discusses the German influences in Iowa and the effects of Americanization on certain German immigrants, in papers by Robert Clark, James Dow, Alan DuVal and Patricia Herrmann. Four papers by Donald Ruhde, Werner Will, Karl Odawaka and Gerhard Brinkmann deal with school reforms in West Germany. Special area studies of

Austria, Switzerland and East and West Germany are presented, in papers by Donald Whitnah, Jürgen Koppensteiner, Gerald Neumann, Rudolf Kunzli, Victor Peters and Suibert Gammerschbach. Nine of the papers are in German. (CHK)

ED 136 555 FL 008 297

Suomi, Kari

English Voiceless and Voiced Stops as Produced by Native and Finnish Speakers. Jyväskylä Contrastive Studies, 2. Reports from the Department of English, University of Jyväskylä, No. 2. Jyväskylä Univ. (Finland). Dept. of English.

Pub Date 76

Note—100p.

Available from—Department of English, University of Jyväskylä, 40100 Jyväskylä 10, Finland (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Acoustic Phonetics, Consonants, \*Contrastive Linguistics, \*Distinctive Features, \*English (Second Language), Finnish, Interference (Language Learning), Language Research, Linguistic Theory, Phonemes, \*Phonemics, \*Phonetics, Phonological Units, \*Phonology, Second Language Learning, Vowels

It is well known to anyone involved in teaching English to Finnish students that it is difficult for Finns to distinguish between English /ptk/ and /bdg/. This second volume in a series on a Finnish-English contrastive project reports on a study which attempted to obtain more concrete knowledge about the ability of speakers of Finnish to use the various perceptual cues connected with the voiced-voiceless distinction in English. At this initial stage the linguistic material focused on is necessarily very limited and the conclusions arrived at are valid only with reservations. Similarly, only certain aspects are concentrated on. Chapters 2-4 presents the results of the experiment in acoustic terms. The rest of the report is devoted to an attempt to interpret the results of the experiment in the light of articulatory and other physiological evidence. The latter part of the report is necessarily somewhat more speculative in nature. On the basis of indirect or second-hand evidence, certain inferences about some aspects of the timing of physiological processes are made. Appendices contain a list of test words read by informants and sample mingograms. (Author/AM)

ED 136 556 FL 008 311

Paulston, Christina Bratt Paulston, Roland G. Language and Ethnic Boundaries.

Pub Date Sep 76

Note—38p.; Paper presented at the Scandinavian Symposium on Bilingualism (1st, Esbo, Finland, September 29-30, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Acculturation, Bias, Biculturalism, Bilingual Education, \*Bilingualism, Blacks, Cultural Pluralism, \*Educational Policy, English (Second Language), Ethnic Groups, \*Ethnic Relations, Immigrants, \*Language Attitudes, Language Instruction, Minority Groups, Non English Speaking, Socialization, Sociolinguistics

Identifiers—Canada, Language Maintenance, Language Shift, Lapps, Latin America, Sweden

The paper examines the phenomenon of group bilingualism, the origin of the contact situations which lead to it, and the role of language in maintaining ethnic boundaries, especially in revitalization movements. Language shift and language maintenance are seen as indicators of the degree to which ethnic boundaries are being maintained. Many ethnic groups are discussed and the case of the Swedish Lapps examined at length. (Author)

ED 136 557 FL 008 326

Bauer, Donna H. And Others

Beginning an Advanced Placement German Literature (Level 3) Course. Edition V.

College Entrance Examination Board, Princeton, N.J.

Pub Date 76

Note—36p.

Available from—College Entrance Examination Board, College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (free)

Document Not Available from EDRS.

Descriptors—\*Advanced Placement Programs, Composition Skills (Literary), \*Course Descriptions, Curriculum Planning, \*German, \*German Literature, \*Language Instruction,

Language Programs, Language Skills, Listening Comprehension, \*Literature Programs, Reading Comprehension, Secondary Education, Second Language Learning, Senior High Schools, Writing Skills

This is a supplement to the Advanced Placement (AP) German literature course description. Its aim is both to assist teachers in planning an AP German literature course and to provide experienced AP teachers with information about other successful programs. To this end, six teachers from different high schools in the U.S. provide descriptions of the AP program in German at their schools. These include course outlines and bibliography. They vary considerably, and are offered as guidelines toward the cultivation of the following skills: (1) to read and interpret German literature; (2) to understand a lecture in German; (3) to write simple German with reasonable accuracy; and (4) to write an essay on a literary topic. (Authors/AM)

ED 136 558 FL 008 354  
Ross, Robert N.

Ellipsis and the Structure of Expectation. San Jose State Occasional Papers in Linguistics, Vol. 1, November, 1975.

San Jose State Univ., Calif. Linguistics Program. Pub Date 75

Note—10p.; Paper presented at the Annual California Linguistics Conference (Fifth, May 3-4, 1975)

Available from—Robert N. Ross, Division of Psychiatry, Boston University School of Medicine, 720 Harrison Ave., Boston, Massachusetts 02118 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Connected Discourse, \*Deep Structure, \*Discourse Analysis, Grammar, Language Research, \*Semantics, Sentences, \*Sentence Structure, \*Structural Analysis, Surface Structure, Syntax, Verbs

Identifiers—\*Ellipsis

This paper discusses one way of exploring how we perceive and understand the connections between some parts of texts, or between one sentence and the whole discourse. Understanding ellipsis involves non-syntactic understanding; the semantic structure is responsible for our understanding of elliptical sentences and encoding the knowledge contained in them. These covered pieces of information are referred to as "structures of expectation." The structures of expectation responsible for our comprehension of connected discourse can be demonstrated by showing how explicit arguments satisfying our expectations are supplied by information given later in the text. The approach was tested in an experiment in which several groups of people were given three sets of sentences with the structure: "A did X. B did Y." Subjects were asked to explain the situation in each set by drawing inferences about the relation between the two parts of each set. One clue to ways of relating the pairs of sentences is stress; another is argument-sharing. This type of analysis can teach us something about the structures underlying our inferences from the manifest content of texts. (Author/AM)

ED 136 559 FL 008 356  
Galt, Alan

Projecting a Better Image: Slides and the Foreign Language Teacher. CAL-ERIC/CLL Series on Languages and Linguistics, No. 48.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—28p.; For related document, see FL 008 453

Available from—ERIC/CLL, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cultural Education, Foreign Culture, \*Language Instruction, \*Material Development, Photographic Equipment, \*Photography, Production Techniques, \*Slides, \*Teacher Developed Materials, Teaching Methods, Travel, \*Visual Aids

This handbook demonstrates how to make and present travel slides for the language and culture course with maximum effectiveness. There are six basic rules for the teacher to follow: (1) fill the frame; (2) suppress your ego; keep yourself and your relatives out of your picture; (3) leave the

audience wishing for more slides, not fewer; (4) vary your viewpoints; (5) don't show slides with flaws; and (6) know your projection equipment. An effective picture show should be able to communicate without words. Narration should never be used to compensate for bad slides. A number of illustrations are provided as examples of photographic composition for a variety of subjects. (Author/CFM)

ED 136 560 FL 008 359  
Ekstrand, Lars H.

Social and Individual Frame Factors in L2 Learning: Comparative Aspects.

Pub Date Sep 76

Note—29p.; Paper presented at the Scandinavian Conference on Bilingualism (1st, Helsinki, Finland, September 27-30, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Error Analysis (Language), Fles, \*Individual Differences, Interference (Language Learning), Language Instruction, \*Language Research, Language Skills, Listening Comprehension, Pronunciation, Reading Comprehension, \*Second Language Learning, \*Social Factors, \*Socioeconomic Influences, \*Student Attitudes, Student Motivation, Teacher Attitudes

Identifiers—\*Sweden

A large number of factors are considered in their role in second language learning. Individual factors include language aptitude, personality, attitudes and motivation, and the role of the speaker's native language. Teacher factors involve the method of instruction, the sex of the teacher, and a teacher's training and competence, while sociocultural factors include the degree of urbanization, nationality, and socioeconomic status. Following a review of relevant literature, a study conducted in Sweden is described. During the spring of 1966, questionnaires were sent to local government school authorities in Sweden to determine how many, if any, immigrant children were receiving special instruction in Swedish, and to obtain information concerning the sex, nationality, place of emigration, and the father's occupation. A battery of tests were then sent out. Six language tests covered pronunciation, dictation, oral comprehension, reading comprehension, free written composition, and free oral composition. Three intelligence tests were administered, and teacher attitudes were sampled. Results show sex differences in favor of girls. Teacher competence and students' age seem to influence second language learning to a significant degree, while the speaker's native language and socioeconomic status have less importance. (CHK)

ED 136 561 FL 008 380  
Dowling, Gretchen Sheppard, Ken

Teacher Training: A Counseling Focus.

Pub Date 76

Note—29p.; Paper presented at the National Convention of Teachers of English to Speakers of Other Languages (New York, New York, March 3-6, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Anxiety, \*Counseling, \*Counseling Effectiveness, Counseling Theories, \*Interaction, Language Instruction, \*Language Teachers, Models, Second Language Learning, \*Teacher Education

Drawing on the work of Charles Curran, this paper proposes ways in which the training of teachers might be facilitated through regular counseling. Anxiety is seen as the chief difficulty in the conventional training process. This anxiety, caused by fear of making mistakes, of losing job security, or of performing in public and being evaluated, can be minimized by a careful application of counseling principles in the interaction of the trainer and the trainee, most significantly following the trainee's early teaching demonstrations. Training processes hinge on the concept of the "understanding response," requiring the trainer to not only evaluate the trainee, but also attempt to understand his anxiety. The training process described has two phases: (1) valuation, or understanding of the trainee's experience; and (2) instruction, during which the trainee builds on what he has already learned and corrects mistakes. A detailed description of specific interactions and their likely consequences is provided. (CLK)

ED 136 562 FL 008 397

Aboud, Peter F. And Others

Introduction to Modern Standard Arabic Pronunciation and Writing.

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 68

Contract—300-75-0234

Note—95p.; For related documents, see FL 008 398, 399, and 404

Available from—Publications Distribution Service, University of Michigan Press, 615 East University Avenue, Ann Arbor, Michigan 48109 (\$2.00 plus postage)

Document Not Available from EDRS.

Descriptors—\*Arabic, Consonants, Higher Education, \*Instructional Materials, \*Language Instruction, Orthographic Symbols, Pattern Drills (Language), \*Phonology, \*Pronunciation, Pronunciation Instruction, Reading Instruction, Second Language Learning, Semitic Languages, Uncommonly Taught Languages, Vowels, \*Writing, Writing Exercises

Identifiers—National Defense Education Act Title VI

This volume consists of ten lessons covering the fundamentals of the phonological and the writing systems of Modern Standard Arabic (MSA). Objectives include the ability to: (1) read fully vocalized Arabic script; (2) write in an intelligible manner; and (3) distinguish and produce the sounds of MSA. The phonological system used is that of the literary language, and not of any particular colloquial dialect. However, MSA contains most of the sounds found in the dialects, and so constitutes a useful introduction to dialectal Arabic as well. Material is presented in the following way: pronunciation drills introduce the feature to be learned; reading drills present the printed symbol; and writing drills present the written feature. (Author/AM)

ED 136 563 FL 008 398

Aboud, Peter F. And Others

Elementary Modern Standard Arabic. Part One.

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Contract—300-75-0234

Note—512p.; For related documents, see FL 008 397, 399, and 404

Available from—Publications Distributions Service, University of Michigan Press, 615 East University Avenue, Ann Arbor, Michigan 48109 (\$6.00 plus postage)

Document Not Available from EDRS.

Descriptors—\*Arabic, \*Grammar, Higher Education, \*Instructional Materials, \*Language Instruction, Listening Comprehension, Morphology (Languages), Pattern Drills (Language), Reading Comprehension, Second Language Learning, Semitic Languages, Uncommonly Taught Languages, Vocabulary, Writing Exercises

Identifiers—National Defense Education Act Title VI

This volume is part of a revision of the 1968 edition of "Elementary Modern Standard Arabic." It consists of 30 lessons covering the basic grammatical structures of Modern Standard Arabic, and presupposes a knowledge of the phonological and writing systems. The first priority is the comprehension of written materials, but other skills taught include: listening comprehension, writing, and speaking. The grammatical material is graded for difficulty. Lessons 1-5 contain a basic text, followed by vocabulary and a section of grammar and drills. Lessons 6-30 have in addition comprehension passages and general drills. An Arabic-English glossary completes the volume. (Author/AM)

ED 136 564 FL 008 399

Aboud, Peter F. And Others

Elementary Modern Standard Arabic. Part Two.

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76



Contract—300-75-0234

Note—993p.; For related documents, see FL 008 397, 398, and 404

Available from—Publications Distribution Service, University of Michigan Press, 615 East University Avenue, Ann Arbor, Michigan 48109 (\$6.00 plus postage)

Document Not Available from EDRS.

Descriptors—\*Arabic, Grammar, Higher Education, \*Instructional Materials, \*Language Instruction, Listening Comprehension, Pattern Drills (Language), Reading Comprehension, Second Language Learning, Semitic Languages, Uncommonly Taught Languages, Vocabulary, Writing Exercises

Identifiers—National Defense Education Act Title VI

This volume is the second part of a revision of the 1968 edition of "Elementary Modern Standard Arabic." Part Two begins the transition to the intermediate level of Arabic. Lessons 31-40 anticipate the format of the intermediate text in that the new vocabulary of each lesson is introduced in preparatory sentences, which present the item in a clear context. Lessons 41-45 constitute a second transition; at this point the basic text is no longer translated into English. Further, the number of drills diminishes in favor of more reading selections with each succeeding lesson. Each lesson consists of: (1) preparatory sentences; (2) basic text; (3) grammar and drills; (4) comprehension passages; and (5) general drills. (Author/AM)

ED 136 565 FL 008 404

Abdoud, Peter F. And Others

Recorded Drills to Accompany "Elementary Modern Standard Arabic."

Michigan Univ., Ann Arbor. Dept. of Near Eastern Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 76

Contract—300-75-0234

Note—39p.; For related documents, see FL 008 397-399

Available from—Secretary, Department of Near Eastern Studies, University of Michigan, 3074 Frieze Building, Ann Arbor, Michigan 48109 (\$1.50)

Document Not Available from EDRS.

Descriptors—\*Arabic, Grammar, Higher Education, \*Instructional Materials, \*Language Instruction, \*Pattern Drills (Language), Second Language Learning, Semitic Languages, \*Tape Recordings, Uncommonly Taught Languages

Identifiers—National Defense Education Act Title VI

This is a listing of recorded drills to accompany lessons 1-45 in "Elementary Modern Standard Arabic." Those recorded drills which are written out in the textbook are referred to in this list, but are not written out. Those recorded drills which are not found in the textbook are written out in this listing for the convenience of the language teacher who wishes to assign language laboratory drills. (Author/AM)

ED 136 566 FL 008 410

Schuster, Donald H. And Others

Suggestive, Accelerative Learning and Teaching: A Manual of Classroom Procedures Based on the Lozanov Method.

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

Pub Date 76

Note—131p.

Available from—Charles Gritton, Business Office, Society for Suggestive-Accelerative Learning and Teaching, 2740 Richmond Ave., Des Moines, Iowa, 50317 (\$7.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Environment, Classroom Techniques, \*Instructional Innovation, Language Instruction, Learning Difficulties, Learning Experience, Learning Modalities, \*Learning Theories, Manuals, Positive Reinforcement, Second Language Learning, \*Student Attitudes, \*Teaching Guides, \*Teaching Methods

Identifiers—Lozanov Method

The Suggestive Accelerative Learning and Teaching Method uses aspects of suggestion and unusual styles of presenting material to accelerate classroom learning. The essence of this technique is the use of a combination of physical relaxation exercises, mental concentration and suggestive

principles to strengthen a person's ego and expand his memory capabilities, and the use of relaxing music while material to be learned is presented dynamically. In experiments, students showed improved attitude, faster learning and better retention with this method. Elements of this learning procedure were first integrated by Dr. George Lozanov of Bulgaria. Three phases of this method are described: (1) Preliminary preparations involve creating a suggestive, positive atmosphere. The instructor's attitude, intonation and verbal cadence conform to this. Hatha Yoga exercises and Zen breathing relax the body and mind. (2) Presentation of material is carefully sequenced as students receive and experience material actively and review it passively. (3) The practice and use phase involves role-playing and ungraded quizzes to eliminate fear of failure. The Lozanov Method is described and explained with complete classroom examples. The final section reviews research literature dealing with applications of suggestive-accelerative learning in the classroom and reviews learning research articles applying to this method. (CHK)

ED 136 567 FL 008 411

Synthesis of Bilingual Clearinghouse Conferences. Arawak Consulting Corp., New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—400-76-0147

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, Biculturalism, \*Bilingual Education, Bilingual Schools, Bilingual Teachers, \*Clearinghouses, \*Conference Reports, Conferences, Educational Administration, \*Educational Legislation, Educational Needs, Educational Objectives, Educational Planning, Federal Legislation, Financial Support, \*Information Dissemination, Language Instruction, Language Programs, Language Research, Non English Speaking, Program Administration, Public Relations, Resource Centers, Trend Analysis

The National Institute of Education and the Office of Education are working together to develop a national clearinghouse for bilingual education information as called for in section 742(c)(3) of Public Law 93-380, Title VII. Six Bilingual Clearinghouse Conferences have been held where federal planners met with bilingual education practitioners and administrators to discuss the concept and content of the clearinghouse. Each conference attempted to determine the needs and desires of the most likely future users of the clearinghouse. This document represents the overall synthesis and report of these conferences in San Diego, Seattle, Chicago, New York, San Antonio, and Miami. The recommendations have been organized into three sections: (1) a "Summary," which succinctly presents the national recommendations; (2) a "Composite Summary," in which the recommendations are grouped in nine broad categories (trends and perceptions, national advisory board, definition and scope, acquisition and dissemination, public relations, the clearinghouse and research, direct interpersonal assistance, financing and fees, and what can be done right now; and (3) "Conference by Conference Recommendations" which present a report of the group by group suggestions made at each conference. The appendices include a list of participants and invitees at each conference. (CFM)

ED 136 568 FL 008 413

Wood, Richard E.

Potential Issues for Language Planning in Scotland. Language Planning Newsletter, Vol. 3, No. 1.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Feb 77

Note—6p.; Bibliography may be marginally legible due to print quality of original

Available from—Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96822 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, \*Educational Policy, \*English, Language Attitudes, \*Language Planning, Language Research, Language Role, Language Standardization, \*Language Usage, Language Variation, Official Languages, Public Policy, Regional Dialects, \*Sociolinguistics, Standard Spoken Usage

Identifiers—Gaelic, \*Scotland

The national re-emergence of Scotland is accompanied by the desire for cultural and linguistic autonomy and identity. Issues at hand include language standardization, bilingual education, the language problems of immigrants, the role of Gaelic as compared to the continuum of linguistic varieties that go from Standard English to Scots, the adoption of a distinctive linguistic symbol of national identity, and the identification and development of a distinct Scots language. Three actual or potential language standards exist: (1) Scots Gaelic, a Celtic language closely related to Irish Gaelic; (2) Standard Scottish English, differing phonologically and syntactically from the English of England; and (3) Scots (Lallans), a historic outgrowth of the English in England. The domains in which each language is used are described, as well as the developments in education and the media regarding the use of Gaelic and Scots. A comparison is made with the language situation in Norway. Most immigrants to Scotland are Pakistanis living in Glasgow, and, as non-speakers of English, are not confronted with language attitude problems like those of West Indians in England who speak English-based Creoles. Lexicography, social and geographical dialectology, language attitude studies, and language policy in education and government are all areas requiring further attention. (CLK)

ED 136 569 FL 008 414

Cooper, Stephen, Comp.

Graduate Theses and Dissertations in English as a Second Language: 1975-1976. CAL-ERIC/CLL Series on Languages and Linguistics, No. 45.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; Teachers of English to Speakers of Other Languages.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—31p.

Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Applied Linguistics, \*Bibliographies, Bilingualism, Career Opportunities, Contrastive Linguistics, Culture, Curriculum Development, Dialects, Doctoral Theses, Elementary Secondary Education, \*English (Second Language), Grammar, Higher Education, Instructional Materials, \*Language Instruction, Language Laboratories, Language Tests, Masters Theses, Phonology, Psycholinguistics, Reading, \*Second Language Learning, Sociolinguistics, Teaching Methods, Writing Skills

This listing is an attempt to provide graduate students and other researchers in ESL (English as a Second Language) with specific, comprehensive data on contemporary studies. The bibliography consists of 110 titles of theses and dissertations completed between July 1975 and June 1976 at degree-granting institutions in the United States and Canada. The titles are organized under the following subject headings, drawn from indexes used in the TESOL Quarterly: (1) adult education; (2) applied linguistics; (3) bilingualism; (4) contrastive studies; (5) culture; (6) curriculum; (7) grammar; (8) language laboratory; (9) materials; (10) methods; (11) phonology; (12) profession; (13) psycholinguistics; (14) reading; (15) second dialect; (16) second language learning; (17) sociolinguistics; (18) testing; and (19) writing. Each entry provides the author's names, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis advisor, department or program, and writer's address. Many of the entries also contain a descriptive annotation. (CFM)

ED 136 570 FL 008 423

McCoy, Ingeborg R.

Means to Overcome the Anxieties of Second Language Learners.

Pub Date Nov 76

Note—14p.; Paper presented at the annual meeting of the American Council for the Teaching of Foreign Languages (New Orleans, Louisiana, November 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Anxiety, \*Behavior Change, Conditioning, Desensitization, \*Language Instruction, Psychological Patterns, Role Playing, \*Second Language Learning, \*Self Concept, Self Esteem, Simulation, Student Attitudes, \*Teaching Methods

The fears and anxieties of students in second language learning situations often prevent successful performance in the language. Three techniques from Behavior Modification can be applied to overcome such anxieties and to further achievement in second language learning: (1) Systematic Desensitization; (2) Cognitive Restructuring; and (3) Modeling and Guided Participation. The goal of Systematic Desensitization is to give the person the opportunity to make a positive reaction in the face of the anxiety-causing situation and therefore experience a sense of achievement. Systematic exposure to the anxiety-causing situation without the occurrence of anxiety is the decisive factor governing the elimination of the anxiety. The second technique is intended to promote awareness of the anxious person's verbal and non-verbal behavior and cognitively restructure unrealistic anticipation, e.g. anticipation of failure or peer derision. The basic principle of the third technique involves arranging the environment and supporting the person so that the occurrence of anxiety is reduced sufficiently to ensure a successful experience. (Author/CFM)

**ED 136 571** FL 008 432

*Tran Trong Phan And Others*

**Learning Geography, Grade 2.**

Ministry of Education, Saigon (South Vietnam).

Pub Date [65]

Note—134p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Childrens Literature, \*Elementary Education, \*Geography Instruction, \*Indochinese, \*Instructional Materials, Reading Instruction, Reading Materials, Refugees, Textbooks, \*Vietnamese, Vocabulary

This illustrated primer was designed for geography instruction at the second grade level in Vietnam. The fifty lessons are in the form of stories appropriate for the second grade. Each story is also designed to serve as a reading lesson. (CLK)

**ED 136 572** FL 008 433

*Van Cong Lau And Others*

**Teacher's Guide, Civics, Grade 3.**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 62

Note—97p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Citizenship Responsibility, \*Civics, \*Elementary Education, Government (Administrative Body), Indochinese, Instructional Materials, Lesson Plans, Refugees, Sociocultural Patterns, \*Teaching Guides, Teaching Methods, \*Vietnamese

This is the teacher's guide that accompanies the textbook prepared for teaching civics at the third grade level in Vietnam. The guide presents a teaching method that deals with each lesson in three basic steps: (1) preparation, including defining principal themes and selecting teaching materials; (2) class discussions, including introductory input, the use of the text book and review; and (3) interaction between the home and the school. The thirty-seven lessons to be taught are presented as stories and the format is limited to simple sentences avoiding Sino-Vietnamese etymology as much as possible. Each chapter is followed by a summary lesson in the form of a poem or a test. (CLK)

**ED 136 573** FL 008 434

*Lefevre, M. D. And Others*

**Physical Education, Teacher's Guide, Elementary (Grades 1-5).**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 65

Note—134p.; In Vietnamese; For related documents, see FL 008 432-442

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Athletics, Calisthenics, \*Elementary Education, Games, Handicapped Children, \*Indochinese, Instructional Materials, \*Physical Education, Physical Fitness, Refugees, \*Teaching Guides, Teaching Methods, \*Vietnamese

This is a guide for teachers of physical education in the elementary schools of Vietnam. It consists of the following chapters: (1) Definition and Objectives of P.E. and the Teacher's Role; (2) Organization and Orientation of the P.E. program; (3) Methods for Teaching P.E.; (4) P.E. for grades 1 to 5; (5) P.E. for handicapped children; (6) Sports. The guide offers model P.E. lessons and explanations of games, basic movements, relay races, team exercises, introduction to sports, and calisthenics. (CFM)

**ED 136 574** FL 008 435

*Huynh Cong Tu And Others*

**Practicing Good Habits, Grade 1.**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 65

Note—148p.; In Vietnamese; For related documents, see FL 008 432-442; Bottoms of some pages may be difficult to read; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Elementary Education, Family Life Education, \*Habit Formation, Health, \*Health Education, Hygiene, Indochinese, \*Instructional Materials, Parent Child Relationship, Peer Relationship, Primary Education, Reading Instruction, Reading Materials, Refugees, Safety Education, School Attitudes, Social Development, \*Socialization, Student School Relationship, Student Teacher Relationship, Textbooks, Traffic Safety, \*Vietnamese

This primer, intended for use during the child's first year in elementary school in Vietnam, relates the story of the daily lives of Hong, age 10, and her brother Lac, age 7, at home and at school. The 64 lessons are divided into four chapters: (1) Good Habits (personal hygiene, grooming, dressing, obedience, truthfulness); (2) At Home: Father and Mother (obedience, politeness, helping parents, cooperation with brothers and sisters); (3) At School: Teacher and Pupils (respect for teacher, playing with classmates, school discipline, school properties); (4) Walking and Traveling: Street Regulations (street behavior, safety measures on buses). Full-page illustrations with only a small amount of text per page enable the teacher to elaborate on the content through classroom discussions and role playing. After every five or six lessons a summary is provided. (CFM)

**ED 136 575** FL 008 436

*Nguyen Van Quan And Others*

**Practicing Good Habits, Grade 2.**

Ministry of Education, Saigon (South Vietnam).

Pub Date 71

Note—142p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Citizenship, \*Civics, \*Elementary Education, Family Life Education, \*Habit Formation, Health, Health Education, Indochinese, \*Instructional Materials, Peer Relationship, Primary Education, Reading Instruction, Reading Materials, Refugees, School Attitudes, Social Development, \*Socialization, Social Responsibility, Student School Relationship, Student Teacher Relationship, Textbooks, Transportation, \*Vietnamese

This illustrated primer, designed for second grade students in Vietnam, consists of stories depicting rural family life in Vietnam. The book is divided into the following six chapters: (1) Practicing Good Habits (health, play, helpfulness); (2) Duties at Home (grandparents, father and mother, servants, the extended family); (3) Duties in School (the principal, the teacher, classmates, school property); (4) Duties toward Others (the mailman, the street cleaners, meeting and addressing others, assisting others); (5) Respect for Public and Other People's Property (no littering, at the dispensary, the information office, the market, on the highway, the village well); (6) Behavior when Traveling (an accident on the bus). Every chapter ends with a summary lesson. (CFM)

**ED 136 576** FL 008 437

*Van Cong Lau And Others*

**Practicing Good Habits, Grade 4.**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 66

Note—148p.; In Vietnamese; For related documents, see FL 008 432-442; Bottoms of some pages may be difficult to read; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Civics, \*Elementary Education, Ethics, Family Life Education, Habit Formation, Human Relations, Indochinese, \*Instructional Materials, Reading Instruction, Reading Materials, Refugees, Safety Education, Social Development, \*Socialization, Social Responsibility, \*Social Values, Student Teacher Relationship, Textbooks, Traffic Regulations, \*Vietnamese

This illustrated textbook was designed for teaching civics and values to fourth grade students in Vietnam. It is divided into six chapters: (1) At School (recapitulation of the grade three program, friendship, respect for the teacher, team work, discipline, honor); (2) In the Street: Traffic Regulations; (3) At Home (the extended family spirit, ancestor worship); (4) Self-improvement (courage, responsibility, patience, self-confidence, foresightedness, dedication, independence, sacrifice, simplicity); (5) Human Relations (respect for life, for people, for property, honesty, social participation, community spirit); and (6) Administration (the village, the district, the province, the town). (CFM)

**ED 136 577** FL 008 438

*Bui Huy Bao And Others*

**Teacher's Guide, Health, Grade 1.**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date [65]

Note—117p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Disease Control, \*Elementary Education, First Aid, Health, \*Health Education, Hygiene, Indochinese, Instructional Materials, Nutrition Instruction, \*Reading Materials, Refugees, \*Teaching Guides, \*Teaching Methods, \*Vietnamese

This is the teaching guide accompanying the elementary health instructional program designed for children at the first grade level in Vietnam. The goal is to integrate the school program with the realities of the health conditions in the community. The teaching method outlined in the guide is based on three principals: (1) preparation at home, (2) class discussions, and (3) cooperation between the home and the school. Personal hygiene, rest and exercise, eating habits, accident prevention, and the prevention of contagious diseases are the principal topics covered by the program. (CLK)

**ED 136 578** FL 008 439

*Bui Van Bao And Others*

**Health, Grade 3.**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 64

Note—126p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Disease Control, \*Elementary Education, First Aid, Health, \*Health Education, Hygiene, Indochinese, \*Instructional Materials, Nutrition Instruction, Public Health, \*Reading Materials, Refugees, \*Vietnamese

This is the third in a series of health primers for elementary education in Vietnam. It is written for Vietnamese children at the third grade level. The fifty-three lessons are integrated into one story. Each lesson is illustrated and briefly summarized. The eight chapters are: (1) Hygiene, at home, in school and in public places; (2) Food and Drink; (3) Temperance; (4) Sleep, Rest and Play; (5) Personal Hygiene; (6) Prevention of Contagious Diseases; (7) Accident Prevention (safety) and First Aid; and (8) Public Health Institutions. (CLK)

**ED 136 579** FL 008 440

*Bui Van Bao And Others*

**Health, Grade 5.**

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date [65]

Note—100p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Communicable Diseases, Disease Control, \*Diseases, \*Elementary Education, Health, \*Health Education, Indochinese, \*Instructional Materials, Medicine, \*Reading Materials, Refugees, \*Vietnamese

This is the fifth and last of the Vietnamese series of elementary health textbooks. This one was designed for fifth grade students in Vietnam. The thirty-five lessons are presented in the form of short stories with illustrations and a short summary. The four chapters cover the ordinary symptoms of illness, elementary notions of microbes and parasites, contagious diseases, and unreliable medical care. (CLK)

ED 136 580

FL 008 441

Vu Nhat Thanh

Teacher's Guide, Child Care. Grades 4-5.

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 65

Note—139p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Child Care, \*Elementary Education, Health, Hygiene, Indochinese, Infancy, \*Infants, Nutrition Instruction, Pregnancy, Refugees, \*Teaching Guides, \*Vietnamese

This is the teacher's guide accompanying a fourth and fifth grade level course in child care designed for students in Vietnam. Thirty-seven lessons deal with the pregnant mother, breast feeding and bottle feeding, food in addition to milk, and health care and safety measures for infants. Appendices include a nutrition and food table and discussion of sunbathing, sleep, toys, care for sick babies, and the preparation of vegetables for infants. (CLK)

ED 136 581

FL 008 442

Le Xuan Thuy

Handicraft (Industrial Arts). Grades 4-5.

Ministry of Education, Saigon (South Vietnam).

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 65

Note—110p.; In Vietnamese; For related documents, see FL 008 432-442; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Ceramics, \*Elementary Education, \*Handicrafts, \*Industrial Arts, \*Instructional Materials, Reading Materials, Refugees, \*Textbooks, \*Vietnamese, Woodworking

This is the second of two textbooks covering the elementary program in Vietnam on handicrafts and industrial arts. It is written for Vietnamese children at the fourth and fifth grade level. The four chapters are: (1) clay moulding, (2) use of ordinary carpentry tools, (3) book binding, and (4) miscellaneous. The course is designed to offer students opportunities to develop their creativity, to introduce them to the manufacturing trade and cottage industry products, and to develop respect for artisans and workers. (CLK)

ED 136 582

FL 008 445

Jonz, Jon

Teacher's Guide for Use with the Reading Assessment Materials.

Lancaster City School District, Pa.

Pub Date May 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bilingual Education, \*English (Second Language), Language Instruction, Language Proficiency, Language Tests, Reading Development, Reading Instruction, \*Reading Tests, Spanish Speaking, \*Teaching Guides, Testing, Test Interpretation

This guide has been created to accompany the Lancaster, Pa., School District's Bilingual/ESL Reading Assessment Materials. The guide includes reading tests and information about how

the tests were made, about how to give and score the tests, and about how to use test results. The tests are designed to help the teacher monitor changes in students' language proficiency and to give the student the opportunity to receive fair and accurate information about his language development. The Reading Assessment Materials themselves consist of short reading passages in which students are required to fill in blank spaces with appropriate English words or phrases. (CHK)

ED 136 583

FL 008 450

Malkoc, Anna Maria, Comp.

Programmed Instruction in Foreign Languages. A Selective Listing of ERIC Documents.

Pub Date 71

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Annotated Bibliographies, Auto-instructional Aids, Computer Assisted Instruction, English (Second Language), French, German, Higher Education, Instructional Materials, Italian, \*Language Instruction, \*Language Laboratories, Language Programs, \*Programmed Instruction, Programed Materials, Russian, Secondary Education, \*Second Language Learning, Teaching Methods

The documents listed in this annotated bibliography on programmed instruction in foreign languages were announced in the monthly ERIC (Educational Resources Information Center) publication "Research in Education" during the period from 1967 through March 1971. The selection, which is selective rather than comprehensive, comprises reports on conferences and research projects, papers concerned with theory and application, and descriptions of teaching materials. The documents are listed under the following headings: (1) General Background; (2) English (Foreign Language); (3) French; (4) German; (5) Italian; (6) Russian; and (7) Bibliographies and References. In addition to author, title, publication date, number of pages, and, where applicable, other bibliographical information, each entry includes a list of ERIC descriptors, identifiers, and an abstract. The EDRS (ERIC Document Reproduction Service) prices given are, however, outdated. To compensate for this, a 1977 EDRS order form and RIE subscription information have been appended. (CFM)

ED 136 584

FL 008 451

Jokovich, Nancy

A Bibliography of American Doctoral Dissertations in Bilingual Education and English as a Second Language: 1968-1974. CAL-ERIC/CLL Series on Languages and Linguistics, No. 44.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—24p.; For related documents, see ED 115 119 and ED 125 269

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bibliographies, Biculturalism, \*Bilingual Education, Bilingualism, Child Language, \*Doctoral Theses, \*English (Second Language), Grammar, Instructional Materials, Language Instruction, \*Language Research, Psycholinguistics, Resource Materials, Second Language Learning, Sociolinguistics, Teaching Methods

This bibliography is an outgrowth of a project undertaken in 1975 by the ERIC Clearinghouse on Languages and Linguistics. The project was to update the bibliography of American doctoral dissertations in linguistics covering the years 1900-1964. Due to the large number of dissertations, the update was broken down into three parts, of which this bibliography is the third. The approximately 200 entries include dissertations in the areas of bilingual language acquisition, psycholinguistics, teaching methods and instructional materials for bilingual education and English as a second language, language competence assessment, the sociolinguistics of bilingualism and bilingual education, and teacher education. (CLK)

ED 136 585

FL 008 453

Wegner, Hart

Feature Films in Second Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 47.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—30p.; For related document, see FL 008 356

Available from—ERIC/CLL, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Aids, \*College Language Programs, Cultural Education, \*Films, \*Foreign Language Films, Instructional Films, Instructional Materials, \*Language Instruction, Language Skills, Modern Language Curriculum, \*Resource Materials, \*Second Language Learning, Sound Tracks, \*Teaching Methods

Films used in second language teaching include pedagogical films, which consist of filmed lessons designed to teach grammar and pronunciation, culture and industry shorts often made as a mild form of cultural propaganda, illustrated literature, and foreign language feature films. The latter are useful since they reflect the culture, history, ideological concerns and environment of the people whose language is being taught. These films are directed at the native audience without concessions being made to the learner, and all parts of the film can be used for instructional purposes, including the script and the sound track. In discussing the organization of a film project in a second language course, a list of film distributors and films that are available is provided, as well as guidelines for equipment, the use of the script as a textbook, and soundtrack preparation. A discussion of classroom techniques and teaching methods covers the use of the soundtrack, the screenplay, and the film itself. The bibliography which concludes the document cites general film references and references in the areas of film theory and criticism, general history of film, and the history of national cinemas. A list of individual film-makers and screenplays is also included. (CLK)

ED 136 586

FL 008 457

Davison, Alice

Paraphrase Speech Acts. San Jose State Occasional Papers in Linguistics, November 1975.

San Jose State Univ., Calif.

Pub Date 75

Note—14p.; Paper presented at the meeting of the California Linguistics Association (June, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Language Patterns, Language Research, \*Language Usage, \*Linguistic Theory, Nominals, Sentence Structure, Speech Communication, \*Syntax, \*Verbs

Identifiers—\*Pragmatics (Language), Speech Acts

This paper deals with the counterexamples to the general principles that: (1) a sentence as utterance has only one illocutionary force, in the sense of J.L. Austin; and (2) performative verbs do not normally retain illocutionary force in embedded contexts. Various tests for illocutionary force are applied, such as substitution of another speech act within the same syntactic context, co-occurrence with modifiers, and comparison with sequences of separate sentences, which constitute independent speech acts. It is proposed that the nearest paraphrase to indirectly expressed speech acts (e.g. May I request...) is a prefatory speech act followed by the "main" speech act, and that such a sequence in discourse may be the source of idiomatic indirect expressions. It is concluded that NP modifiers, such as non-restrictive relative clauses, parentheticals, etc., do retain independent illocutionary force within another speech act, while modifiers of the speech act, such as prefatory clauses, do not. (Author)

ED 136 587

FL 008 459

Jacobson, Rodolfo

Social Implications of Intra-Sentential Code-Switching.

Pub Date Oct 76

Note—57p.; Paper presented at annual meeting of South Central Modern Language Association (Dallas, Texas, October 29, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Bilingualism, Dialects, Dialect Studies, \*English, Grammar, Interference (Language Learning), \*Language Usage, Language Variation, Linguistic Borrowing, Linguistic



Competence, Linguistic Performance, Psycholinguistics, Sentences, Social Factors, Social Influences, Sociolinguistics, \*Spanish, Spanish Speaking, Speech Habits, Verbal Communication

#### Identifiers—\*Code Switching (Language)

The objectives of this study were to examine a body of data collected by five graduate students at the University of Texas at San Antonio and to determine, after a careful analysis of the transcribed utterances, whether all instances of language alternations can be truly considered code-switching strategies and whether those that can be so considered exhibit identifiable linguistic patterns and allow psychologically and sociologically sound interpretations. The emphasis in this paper has been placed on the psycholinguistic and sociolinguistic perspectives of the code-switching phenomenon. The data seem to lend support to the assumption that in fact not all language alternations can be considered "code-switching strategies" proper if we distinguish between utterances containing relexification and others containing sentence constituents from two languages. The former are referred to as "semi-code-switching" and the latter, true code-switching. The analysis of the examples of true code-switching have yielded some initial evidence that code-switching obeys certain rules of co-occurrence based upon the rules of grammar of the two languages involved in the sense that the code-switching is blocked if it requires the violation of a grammatical rule of either language. As far as linguistic performance is concerned, a total of eleven variables have been identified which seem to act as triggering forces favoring the language alternation. (Author/CFM)

ED 136 588

FL 008 460

Parker, Ellen

Function of Gestural Behavior in Interaction between Mothers and their Language Learning Children.

Pub Date 76

Note—28p.; Paper presented at the Boston University Conference on Language (1976). Available from—Dissertation Library, City University of New York, 33 W. 42 St., New York City, New York.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Development, Body Language, \*Child Language, Communicative Competence (Languages), \*Language Development, Language Research, \*Mothers, \*Nonverbal Communication, Paralinguistics, \*Parent Child Relationship, Preschool Children, Psycholinguistics

#### Identifiers—\*Gestures

Gestural behavior between mothers and young children was hypothesized to be important in the acquisition of communicative competence. It was presumed that a typology of gestural function could assess non-verbal behavior. Data consisted of sound film samples of feeding and bathing events of three subject pairs. Initially the children ranged in age from 19-21 months. The children exceeded their mothers in the use of gestural behavior at each time period and children's gestural behavior significantly decreased over time. Although maternal gestural behavior generally decreased over time, an increase at Time IV occurred. Mothers used gesture to assess and reinforce existing knowledge. Analysis of non-verbal behavior indicated that dissimilar gestural functions are expressed by similar motor acts and, conversely, that dissimilar motor acts express similar functions. Analysis of gestural functions subsumed equivalent to complementary verbal functional categories showed that children's gestures support linguistic skills. Some gestures were believed to map symbolic behavior, other non-symbolic gestures demonstrated reliance on non-verbal behavior to acquire skills of communicative competence. (Author)

ED 136 589

FL 008 462

Frederiksen, Elke

Women in German Literature.

Pub Date Sep 76

Note—12p.; Paper presented at Symposium on Feminism and German Studies (Miami University, Oxford, Ohio, September 26, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Language Programs, Course Content, \*Course Descriptions, Course Objectives, \*Females, \*German, \*German Literature, Higher Education, \*Language Instruction,

Second Language Learning, Sex Discrimination, Sex Stereotypes, Social Attitudes, Social Influences, \*Women's Studies

This course description outlines the general and specific objectives for a course on "Women in German Literature," which investigates the changing literary and social roles of women from the beginning of the 19th Century to the present: women as seen by man, by another woman and in introspection. This course description was successfully used in a course for college level junior and senior students, and it was taught in German. Since a large number of the texts have appeared in translation, this outline could also be used as a basis for a course taught in English. The literary images of women are discussed in works by Goethe, Bettina von Armin, Friedrich Schlegel, Droste-Hülshoff, Grillparzer, Ibsen, Schnitzler, Aichinger, Bachmann, Duerrenmatt, Wohmann, Bruening and Christa Wolf. The focus is on all German-speaking countries: West and East Germany, Austria and Switzerland. To provide an insight into the social role of women in the past and today, excerpts from works by the following writers are discussed: Bebel, Baumer, Stefan Zweig, Nietzsche, Freud, Helwig, Friedan and Beauvoir. An extensive bibliography on women in German literature and culture completes the outline. (Author/CFM)

ED 136 590

FL 008 463

Hall, Ross D.

Foreign Language Pronunciation on the Elementary Level: A Neglected Area of Early Expertise.

Pub Date Aug 76

Note—6p.; Paper presented at the annual meeting of the American Association of Teachers of German (44th, Philadelphia, Pennsylvania, August 19, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, \*German, \*Language Instruction, Language Teachers, Phonetics, Phonology, \*Pronunciation, \*Pronunciation Instruction, \*Second Language Learning, Speech, Speech Skills, Student Attitudes, Student Improvement, Student Motivation, \*Teaching Methods, Verbal Communication

The desirability of early foreign language (FL) pronunciation is discussed from organizational, psychological and social points of view. Gaining early mastery of the FL sound inventory (starting with the "dramatic items") allows beginning students to quickly enjoy significant initial successes of a very personal nature which also enable the teacher to establish and maintain a supportive momentum at a stage of FL learning often held lacking in intrinsic value. In the adventure of self-extension that constitutes FL study, the experience of confronting the "foreign" and making it a part of one's individual behavior is a valuable part of the elementary FL course where our student constituency is greatest. Students should feel that precisely in the delicate matter of "how one sounds," a distinct expertise has been reached even in the first few weeks of study. Specific recommendations are made concerning teacher preparation, selection and sequencing of target sounds for greatest learning impact and some effective practical teaching procedures. (Author)

ED 136 591

FL 008 464

Milstein, Barney M. O'Brien, George M.

Computer Assistance in Foreign Language Instruction: Problems, Possibilities and Payoffs.

Pub Date Aug 76

Note—11p.; Paper given at Workshop Session at the annual meeting of the American Association of Teachers of German (44th, Philadelphia, Pennsylvania, August 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Language Programs, College Students, \*Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, \*German, Higher Education, Instructional Media, \*Language Instruction, Pattern Drills (Language), Programmed Instruction, \*Second Language Learning, \*Spanish, Substitution Drills, Teacher Workshops, Teaching Methods, Undergraduate Students

At the 1976 annual meeting of the AATG, a workshop session on computer-aided language instruction (CALI) was held. Hands-on experience was the primary purpose of the session; but essential to such involvement were presentations of the various modes of CALI and discussion of the accomplishments to be expected and the caveats.

A fully developed language course component, "Programmed-German," developed by and used at the University of Minnesota for students throughout the state was discussed, as were the computer techniques individual instructors may develop for their specific teaching needs. (Author/CFM)

ED 136 592

FL 008 465

Lavall, Gilbert

Classics and the Future: The Schools. A Program For Action.

Pub Date Nov 76

Note—9p.; Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (New Orleans, November 25-28, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ancient History, \*Classical Languages, \*Classical Literature, Curriculum Development, \*Greek, \*Greek Civilization, Greek Literature, \*Humanities, Humanities Instruction, \*Language Instruction, Language Teachers, \*Latin, Latin Literature, Mythology, Secondary Education

Dr. Robert Wolverton, former president of the American Classical League, made some proposals for long-range planning activities in support of classical languages, literatures, and courses in the schools, colleges, and universities. In order to implement these proposals there is need at the school level for a broadening of the appeal of classics as an academic subject and a diversification of the ways in which it is approached and presented. In order to begin responding to pressing needs of classroom teachers, the following committees are being set up: Long Range Planning; Classical Humanities in the Elementary Schools; Classical Humanities in the Middle and Secondary Schools; Ancient History in the Secondary Schools; Classics in the Great Cities' Schools; Greek in the Secondary Schools; Methodology; Curriculum Models and Materials; Teacher Training; National Examinations; Outstanding Achievement; Public Relations. The need for coordination of the work of these committees with regional, state, and local classical associations and the need for wide dissemination of the committees' findings and reports through publications, institutes, and workshops, must be emphasized. (Author/CFM)

ED 136 593

FL 008 466

Gallagher, W. K.

Facilitating the Immigrant's Learning a Second Language in the Classroom.

Pub Date 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, \*Adult Students, Classroom Communication, Communication Skills, Communicative Competence (Languages), Conversational Language Courses, \*English (Second Language), Grammar, \*Immigrants, Language Development, \*Language Instruction, \*Language Research, \*Second Language Learning, \*Teaching Methods, Verbal Communication

#### Identifiers—Immersion Programs

The paper discusses the major second language teaching methods used to date in contrast with the strategies and techniques all children so successfully employ in first language acquisition. Second language acquisition for adults is not identical to first language acquisition but research seems to support the theory that it is similar. Successful second language acquisition was found to take place when adult second language learners were immersed in a carefully planned yet informal English environment. In the classroom students should participate in activities which require language use following similar strategies and techniques young children appear to use, such as language games, dialogues, and skits. The course should therefore be planned situationally rather than grammatically. (Author/CFM)

ED 136 594

FL 008 467

Roberts, David Harrill

Bridging the Gap: Language Learning Methods Employed by Baptist Missions in Eastern Africa.

Pub Date Aug 76

Note—39p.; Paper presented at the Annual Conference of the Language Association of Eastern Africa (Third, Nairobi, Kenya, August 26-29, 1976).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—African Languages, Bantu Languages, \*Bemba, Church Programs, Clergymen, Cultural Education, \*Language Fluency, \*Language Instruction, Language Laboratory Use, Language Proficiency, Language Programs, Language Skills, Native Speakers, Phonetics, Religious Education, \*Second Language Learning, \*Teaching Methods

**Identifiers**—Africa (East), Missionaries

This paper presents a "natural" method of second language learning which stresses contact with native speakers and de-emphasizes textbook learning. The method described here is that used by Baptist missions in eastern Africa to teach Bemba, but is transferrable to any language. Some of the main principles of the method are: (1) language learning does not result from studying textbooks or listening to recordings; (2) language is best acquired by living among native speakers of the target language and employing educationally sound methods developed by linguists; (3) rudimentary linguistic skills can be used by the layman to facilitate his acquisition of a second language; such skills as articulatory phonetics, phonetic inscription, and linguistic analysis enable the serious student of a language to acquire it with near-native fluency in a relatively short period of time; (4) the concept of learning cycles must be understood and properly utilized to insure the student constant progress in acquiring a second language; and (5) language and culture acquisition are inseparable. Appendices contain six sample Bemba lessons, information on choosing an informant, and information on recording procedures. (Author/AM)

ED 136 595

FL 008 468

**Augmenting Reading Skills through Language Learning Transfer.**

Indianapolis Public Schools, Ind.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 66

Note—542p.; For related document, see Ed 135 218; Best Copy Available

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

**Descriptors**—Audiovisual Aids, Classical Languages, Classical Literature, Classroom Games, Cultural Education, Curriculum Planning, Educational Games, Elementary Education, \*English, English Instruction, Fables, \*Fles, Instructional Materials, Intermediate Grades, Language Instruction, Language Role, Language Skills, Language Tests, \*Latin, Latin Literature, Mythology, Reading Comprehension, \*Reading Skills, \*Second Language Learning, Semantics, Spelling, Teacher Developed Materials, Teaching Methods, \*Vocabulary, Word Recognition

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This document is the syllabus of a Latin course developed by the Indianapolis Public Schools for elementary school children, based on the Latin FLES materials of the Philadelphia Public Schools. The program is based on the theory that the study of a second language will increase the student's understanding and control of his native tongue. The general objectives of the program are to assess whether the study of Latin and classical civilization will expand the verbal functioning of sixth grade children in English, broaden their cultural horizons through a contrastive study of the past, and stimulate an interest in humanities through this innovative approach. This packet of materials contains daily lesson plans, each developed for a thirty minute class, corresponding to each individual unit. Most lesson plans begin with some form of Latin and oral drill, progress to the introduction of the English target words, and follow with concentrated drill of these words. Lessons are often concluded with a short game or a passive exercise. (Author/CFM)

ED 136 596

FL 008 469

Wanat, Stanley F., Ed.

**Issues in Evaluating Reading. Linguistics and Reading Series: I. Papers in Applied Linguistics.**

Center for Applied Linguistics, Arlington, Va.

Pub Date Mar 77

Note—77p.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$4.95)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—\*Applied Linguistics, Cultural Factors, Intelligence, Intelligence Quotient, Language Attitudes, Language Research, \*Linguistics, Linguistic Theory, \*Reading, Reading Readiness, Reading Readiness Tests, \*Reading Research, Reading Skills, \*Reading Tests, Teacher Attitudes

Six papers are included in this collection. "How Misconceptions about Language Affect Judgments about Intelligence," by Roger W. Shuy, and "The Cultural Context of Learning to Read," by R. P. McDermott, deal with contexts in which evaluation of a student's reading are made: a teacher's direct evaluation of a student's reading performance, and a teacher's interpretation of a student's performance on a reading test take place within the context of what the teacher thinks of that student's general level of cognitive abilities. "Criteria for Evaluating Readiness: 'When Is a Child Intelligent Enough to Read?'," by Stanley F. Wanat, and "Consumer Awareness in Testing Reading," by William Eller and Roger Farr, discuss the content, form, and use of standardized reading tests. In his paper entitled "What Should Early Reading Tests Measure?," J. Jaap Yuijman stresses the need for close correspondence between what is tested and what is taught, and "IQ Is and Is Not Related to Reading," by Harry Singer, deals with the variable relationship between IQ and reading dependent on the nature and difficulty of the task, the capabilities of the reader, the time allowed for learning, the quality of instruction, and the nature of the tests used for assessing intelligence and reading. Eight pages of references conclude the volume. (CLK)

ED 136 597

FL 008 472

Bird, Charles Kante, Mamadou

**Bambara-English, English-Bambara Student Lexicon.**

Indiana Univ., Bloomington. Linguistics Club.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Mar 77

Contract—300-75-0200

Note—89p.; For related document, see FL 008 258

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—\*African Languages, \*Dictionaries, English, Instructional Aids, \*Instructional Materials, \*Language Instruction, Resource Materials, Second Language Learning, Tone Languages, \*Uncommonly Taught Languages, Vocabulary

**Identifiers**—\*Bambara, National Defense Education Act Title VI, NDEA Title VI

This lexicon is based on vocabulary used in "An ka bamannankan kalan: Introductory Bambara," and "An ka bamannankan kalan: Intermediate Bambara." The definitions serve basically as reminders of expressions used in the lessons, and the lexicon is not intended to represent a complete inventory of Bambara vocabulary. The alphabetical order follows standard English usage with exceptions made for features of Bambara not found in English, such as tones and prenasalized consonants. (CLK)

ED 136 598

FL 008 473

Paulston, Christina B.

**Educational Activities: Practical Implications for the Classroom.**

Pub Date Sep 75

Note—26p.; Paper presented at the UNESCO Meeting of Experts on the Diversification of Methods and Techniques for Teaching a Second Language (Paris, France, September 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—Adult Students, \*Communicative Competence (Languages), \*English (Second Language), Foreign Students, Grammar, Higher Education, \*Language Instruction, Language Skills, \*Learning Activities, Pattern Drills (Language), Phonetics, Pronunciation, Pronunciation Instruction, Reading, Role Playing, \*Second Language Learning, Sociodrama, Speech Communication, Spelling, Substitution Drills, Teaching Methods, Vocabulary Development

This paper gives practical suggestions for the ESL (English as a Second Language) teacher who must prepare adult foreign students for academic life in the United States. The paper is based on activities carried out at the English Lan-

guage Institute of the University of Pittsburgh. It is divided into three sections, according to language skills: speaking, reading, and writing. For speaking, the basic grammar text used is Mary Bruder's "MMC: Developing Communicative Competence in English," which consists of dialogues and mechanical and communicative drills. The complementary texts are Kettering's "Developing Communicative Competence: Interaction Activities in English as a Second Language" and Paulston, Britton, Brunetti, and Hoover's "Developing Communicative Competence: Role Plays in English as a Second Language." Kettering's book contains three basic types of activities: social formulas and dialogues, community-oriented tasks, and problem-solving activities. "Role Plays" contains exercises where the student is assigned a fictitious role from which he has to improvise some kind of behavior toward the other characters in the exercise. Pronunciation is taught with a sound-symbol approach. The reading program is still in an experimental stage, but an integral part of it is teaching advanced grammatical patterns for decoding only. A set of materials for controlled composition is being developed for the teaching of writing. Several samples are provided. (CFM)

ED 136 599

FL 008 474

**Chinese-English Electronics and Telecommunications Dictionary. Vol. 1.**

Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.

Pub Date Jun 76

Note—1,021p.; For related documents, see FL 008 475-7; Portions in English may be difficult to read because the type is rather small.

EDRS Price MF-\$1.83 HC-\$54.25 Plus Postage.

**Descriptors**—Automation, \*Chinese, Computers, \*Dictionaries, Electric Circuits, \*Electronics, \*English, Ideography, Reference Books, Resource Materials, Romanization, Technical Writing, \*Telecommunication, Transistors, Vocabulary, Written Language

**Identifiers**—China

This is the first volume of the Electronics and Telecommunications Dictionary, the third of the series of Chinese-English technical dictionaries under preparation by the Foreign Technology Division, United States Air Force Systems Command. The purpose of the series is to provide rapid reference tools for translators, abstracters, and research analysts concerned with scientific and technical materials from Mainland China. This dictionary contains about 45,000 terms selected from sources published in Mainland China. The terms included relate not only to general electronics, telecommunications, transistor electronics, computer technology, integrated circuits, etc., but also incorporate vocabulary from the basic sciences and the auxiliary technologies closely associated with electronics and telecommunications, such as navigation aids, automation, and television techniques. An alphabetic lookup system based on the "pinyin" spelling of Modern Standard Chinese is provided, as well as a character index for users less familiar with the pinyin system. (Author/CLK)

ED 136 600

FL 008 475

**Chinese-English Electronics and Telecommunications Dictionary. Vol. 2.**

Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.

Pub Date Jun 76

Note—1,000p.; For related documents, see FL 008 474-477; Portions in English may be difficult to read because the type is rather small.

EDRS Price MF-\$1.83 HC-\$52.91 Plus Postage.

**Descriptors**—Automation, \*Chinese, Computers, \*Dictionaries, Electric Circuits, \*Electronics, \*English, Ideography, Reference Books, Resource Materials, Romanization, Technical Writing, \*Telecommunication, Transistors, Vocabulary, Written Language

**Identifiers**—China

This is the second volume of the Electronics and Telecommunications Dictionary, the third of the series of Chinese-English technical dictionaries under preparation by the Foreign Technology Division, United States Air Force Systems Command. The purpose of the series is to provide rapid reference tools for translators, abstracters, and research analysts concerned with scientific and technical materials from Mainland China. This dictionary contains about 45,000 terms

selected from sources published in Mainland China. The terms included relate not only to general electronics, telecommunications, transistor electronics, computer technology, integrated circuits, etc., but also incorporate vocabulary from the basic sciences and the auxiliary technologies closely associated with electronics and telecommunications, such as navigation aids, automation, and television techniques. An alphabetic lookup system based on the "pinyin" spelling of Modern Standard Chinese is provided, as well as a character index for users less familiar with the pinyin system. (Author/CLK)

#### ED 136 601 FL 008 476

**Chinese-English Aviation and Space Dictionary.**  
Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.  
Pub Date Apr 73

Note—1,248p.; For related documents, see FL 008 474-477; Portions in English may be difficult to read because the type is rather small.

EDRS Price MF-\$2.17 HC-\$66.31 Plus Postage.

Descriptors—\*Aerospace Technology, \*Aviation Vocabulary, \*Chinese, \*Dictionaries, \*English, Ideography, Metallurgy, Reference Books, Resource Materials, Romanization, Technical Writing, Telecommunication, Vocabulary, Welding, Written Language  
Identifiers—China

The Aviation and Space Dictionary is the second of a series of Chinese-English technical dictionaries under preparation by the Foreign Technology Division, United States Air Force Systems Command. The purpose of the series is to provide rapid reference tools for translators, abstracters, and research analysts concerned with scientific and technical materials from Mainland China. This dictionary contains about 28,000 terms selected from sources published in Mainland China. The terms in this dictionary also incorporate those from Aviation and Space, Volume I, compiled at the Library of Congress. They relate not only to general aviation, aeronautical engineering, rocket engines, astronautics, etc., but also incorporate vocabulary from the basic sciences and the auxiliary technologies closely associated with aviation and space, such as, telecommunications, metallurgy, welding, and aircraft construction. An alphabetic lookup system based on the "pinyin" spelling of Modern Standard Chinese is provided, as well as a character index for users less familiar with the pinyin system. (Author/CLK)

#### ED 136 602 FL 008 477

**Chinese-English Nuclear and Physics Dictionary.**  
Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.  
Pub Date Jun 71

Note—1,164p.; For related documents, see FL 008 474-6; Portions in English may be difficult to read because the type is rather small.

EDRS Price MF-\$2.17 HC-\$62.29 Plus Postage.

Descriptors—\*Chemistry, \*Chinese, \*Dictionaries, Engineering, \*English, Ideography, Mechanics (Physics), \*Nuclear Physics, \*Physics, Reference Books, Resource Materials, Romanization, Technical Writing, Vocabulary, Written Language  
Identifiers—China, Mineralogy

The Nuclear and Physics Dictionary is one of a series of Chinese-English technical dictionaries prepared by the Foreign Technology Division, United States Air Force Systems Command. The purpose of this dictionary is to provide rapid reference tools for translators, abstracters, and research analysts concerned with scientific and technical materials in Mainland China. This dictionary contains about 28,000 terms selected from sources published in Mainland China. The terms included relate not only to general physics, nuclear physics, reactor physics, isotope technology, etc., but also incorporate vocabulary from the basic sciences and the auxiliary technologies closely associated with the fields of physics, such as chemistry, engineering, mechanics, and mineralogy. An alphabetic lookup system based on the "pinyin" spelling of Modern Standard Chinese is provided, as well as a character index for users less familiar with the pinyin system. (Author/CLK)

#### ED 136 603

Lamendella, John T.

**Idiosyncratic Genetic Specificity for Neurolinguistic Systems: A Cause of Atypical or Delayed Language Acquisition.**

Pub Date 12 Nov 76

Note—16p.; Paper presented at the International Symposium on Child Language Acquisition (Mexico City, Mexico, November 12, 1976); Type in the handout appended to the document may be difficult to read.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Child Language, Communication (Thought Transfer), \*Genetics, Individual Development, Individual Differences, \*Language Development, Language Research, Linguistic Theory, \*Neurolinguistics, \*Retarded Speech Development, \*Speech Pathology

The diagnostic problem presented by children without obvious neurological, cognitive, genetic, emotional or environmental basis for their atypical or delayed language development is discussed. One unresolved issue is whether the deficits of such dysphasic children are linguistic or are more fundamental cognitive or perceptuomotor deficits. A second important issue is whether the differences in language capabilities between normal and language-disordered children are qualitative differences or quantitative ones. It is suggested here that language disabilities derive from genetic idiosyncrasies leading to neural systems with differential capabilities for acquiring language. Children with deficits in language, because of their idiosyncratic makeup, may have to struggle to learn the acquisition strategies innate for the majority. It is suggested that the needs of the speech clinician might better be met by recognizing that dysphasic children possess different patterns of neural organization that predispose them to approach language learning in an atypical fashion. (CLK)

#### ED 136 604

Parker, Orin D. And Others

**Cultural Clues to the Middle Eastern Student. Occasional Paper No. 2.**

American Friends of the Middle East, Inc., Washington, D.C.

Pub Date Mar 76

Note—18p.

Available from—American Friends of the Middle East, 1717 Massachusetts Ave., N.W., Suite 100, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Arabs, Attitudes, Cultural Background, \*Cultural Traits, Foreign Culture, \*Foreign Students, Higher Education, Interaction, Islamic Culture, Language Usage, Life Style, Non Western Civilization, Religion, \*Sociocultural Patterns, Student Attitudes, Student Needs, \*Values  
Identifiers—\*Middle East

This paper discusses characteristics common to all Middle Eastern students with the exception of Israel, and addresses itself to those working with Middle Eastern students on American college and university campuses. Middle Eastern students will show themselves to be highly adaptable, but they may demonstrate a formality of manner, particularly in initial social relationships, and a distrust of foreigners. Salient characteristics include respect for parents and elders, pride in one's heritage, and an attitude of fatalism conditioned by religious beliefs. Personal relationships are important and demand commitment, and the use of particular language forms, especially in formal situations, has significance. Needs particular to the Middle Eastern student include respect for his or her culture, close personal relationships or friendships, relaxed social relationships, hospitality accompanied by the offering of food, interaction with fellow Arabs, having a mentor from the same background, and having a satisfactory relationship with faculty and administration advisors. (CLK)

#### ED 136 605

Allwright, Richard

**Language Learning through Communication Practice. ELT Documents (76/3).**

British Council, London (England). English Teaching Information Centre.

Pub Date 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

#### FL 008 478

Descriptors—Activity Learning, College Language Programs, Communication Skills, \*Communicative Competence (Languages), Course Descriptions, \*English (Second Language), Foreign Students, Higher Education, Information Seeking, \*Language Instruction, Language Skills, Learning Activities, Linguistic Competence, Orientation, \*Second Language Learning, \*Teaching Methods, Verbal Communication

Communication has been accepted as an essential result of language teaching, but has been neglected as an essential component of the language teaching process. This paper suggests that teaching comprehensively for communicative competence will cater to a large extent to developing linguistic competence, whereas teaching for linguistic competence will tend to cater very little to developing communicative skills. Reorienting language teaching towards a major focus on communicative skills involves three basic elements: (1) samples of the target language; (2) guidance concerning the nature of the target language; and (3) management or directed learning activities. These elements can all be brought together in communication practice. A course at the Essex Language Centre is cited as one model of an ESL course stressing communication. This course combined English and new student orientation, and stressed having the student retrieve information on his own rather than having information given to him. (AM)

#### ED 136 606

Long, Michael

**Encouraging Language Acquisition by Adults in a Formal Instructional Setting. ELT Documents (76/3).**

British Council, London (England). English Teaching Information Centre.

Pub Date 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Adult Students, Classroom Communication, \*Communicative Competence (Languages), Educational Objectives, \*English (Second Language), \*English for Special Purposes, \*Language Instruction, Language Usage, Learning Activities, \*Second Language Learning, Teaching Methods, Verbal Communication

Communicative competence often remains the aim rather than the product of language instruction. One cause may be the fact that language learners tend to need "knowledge of second language use" more than "knowledge of a second language" in their oral communication situations outside the classroom. This results in low transferability of interactional skills acquired through participation in the spoken discourse of second language classrooms. One suggestion for language teachers is the identification of those communicative purposes students have or will have in English. Another is the creation of as many and as varied opportunities as possible for learners to communicate inside the classroom, for purposes as similar as possible to those which they will have outside. (AM)

#### ED 136 607

**English Language Teaching Profile: Israel.**

British Council, London (England). English Teaching Information Centre.

Pub Date Dec 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Educational Policy, Elementary Secondary Education, \*English (Second Language), \*English Literature, Higher Education, Instruction Teacher Education, \*Language Instruction, Language Planning, Language Programs, Language Role, Language Teachers, Language Tests, Literature Programs, Official Languages, Second Language Learning, Second Languages, Teacher Education

Identifiers—\*Israel

This is a summary in outline form of the English language teaching situation in Israel. In considering the situation of English in Israel, it is essential to also consider the unique linguistic and cultural situation of the country. The population of Israel comprises people of diverse linguistic and cultural backgrounds, and includes native speakers of English, native speakers of Hebrew, and persons for whom both languages must be learned as second or third languages. An addi-



tional problem is the fact that the native English-speaking Israelis represent a wide range of varieties of English. Socially, English functions as an unofficial second language. In the school system, English is taught from Class 5 on, sometimes earlier. The emphasis is on oral-aural and reading skills, for international communication. All Israeli universities have English departments and all students take a compulsory English language course. The Bagrut (matriculation) exam stresses communicative competence. Teacher standards are generally high but vary. Teacher training is in the form of 3-year college courses, or 1-year university education department courses for graduates in English. Inservice training is provided by the English Inspectorate. English literature is popular and widely read, even more than Hebrew literature. A reading program for advanced English classes completes the profile. (AM)

ED 136 608 FL 008 483

Kovac, Cecil

*The Basic Intonation Contours in Spoken Italian.*

Pub Date May 75

Note—60p.; Master's Thesis, University of Texas at Austin

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Descriptive Linguistics, Distinctive Features, \*Intonation, \*Italian, Language Patterns, Language Research, \*Phonemics, Phonetics, \*Phonology, Semantics, Sentence Structure, Stress (Phonology), Suprasegmentals

Following a review of related work on intonation, both phonetic and phonemic descriptions of intonation in Italian are presented. Using recordings of radio broadcasts as data, a system of assigning pitch levels to syllables was devised, based on four pitches. The close relationship between stress placement and pitch level was considered. In order to test the hypothesis that the phonemic function of intonation was in some ways predictable, the phonetic description was related to sentence structure. A basic inventory of phonemic intonation contours was defined, including: (1) declarative sentences: small and large non-final syntactic groups, both types having rising and falling contours, and final groups, with falling contours; (2) yes-no questions, with both rising and falling contours; (3) information questions, with both rising and falling contours; (4) commands, with one falling contour; and (5) exclamations, with one falling contour. A phonetic inventory of rising and falling intonation contours in Italian concludes the text. (CLK)

ED 136 609 FL 008 484

*The Study of English in The People's Republic of China. Research Memorandum, U.S. Information Agency Research Service.*

United States Information Agency, Washington, D.C.

Pub Date 9 Apr 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Chinese, Communism, \*Educational Policy, Educational Radio, Elementary Secondary Education, \*English (Second Language), Higher Education, Instructional Materials, \*Language Instruction, Language Role, Political Attitudes, \*Political Influences, \*Political Socialization, Second Language Learning, Second Languages, Teaching Methods

Identifiers—\*China

While in the early years of the People's Republic of China (PRC), Russian was emphasized at the expense of English, now the learning of English is encouraged. Students who learn English begin studying in primary school, continue into middle school, with the more talented of the politically qualified getting further study in Chinese institutions of higher learning and some being sent to the United Kingdom. As a member of the United Nations and seeking a major role among Third World nations, the PRC recognizes the need to communicate with foreign countries and the value of English for that purpose. The students of English are made aware of the need to be able to tell people of other countries about Chinese developments and points of view. In addition to teaching languages in schools and work places, the regime is also offering English (and other foreign languages) by radio to the general public. Though the extent of this programming is not known, radio stations in the major cities apparently offer regular lessons and printed instruction booklets to listeners. All domestic teaching materials must meet strict stan-

dards, which means emphasis on political content. Teaching methods, too, concentrate on the immediate task of developing the language skills students will need to "spread the revolution." (Author/CLK)

ED 136 610 FL 008 485

Fisiak, Jacek, Ed.

*Papers and Studies in Contrastive Linguistics, Volume 5. The Polish-English Contrastive Project.*

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—295p.

Available from—Dorothy Rapp, East European Projects, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.

Descriptors—\*Contrastive Linguistics, \*English, Grammar, Interference (Language Learning), Language Instruction, \*Language Research, Language Usage, Lexicology, Morphology (Languages), Negative Forms (Language), \*Phonology, \*Polish, Second Language Learning, Semantics, Sentence Structure, Stress (Phonology), \*Syntax, Translation, Verbs

This collection includes twenty-one papers, a book review, and a bibliography of English-Polish contrastive studies in Poland, and is the fifth volume resulting from the Polish-English Contrastive Project. The overall purpose of the project is to prepare a Polish-English contrastive grammar and to develop pedagogical materials. Topics covered in the papers include the role of translation in contrastive studies, stress, word order, and phonological rules in English and Polish, contrastive lexicology and word formation, active and passive sentences and subject-verb concord in the two languages, the semantics of questions and answers, kinship terms, and error analysis as it relates to interference in language learning. (CLK)

ED 136 611 FL 008 486

Day, Richard R.

*Language Acquisition in a Bicultural Community: A Case Study of Bidialectalism.*

Pub Date Oct 76

Note—18p.; Paper presented at Annual Colloquium on New Ways of Analyzing Variation in English (Fifth, Washington, D.C., October 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bilingualism, Bilingual Students, \*Creoles, Dialect Studies, English, English (Second Language), \*Hawaiians, Language Attitudes, Language Tests, Language Variation, Linguistic Performance, \*Nonstandard Dialects, Primary Education, \*Second Language Learning, \*Standard Spoken Usage, Verbal Development

Identifiers—\*Bidialectalism, Language Maintenance

This article investigates the acquisition of a variety of standard English (SE) by children whose first language is Hawaii Creole English (HCE). The hypothesis was made that, in a speech community with high prestige and low prestige codes, learning the dominant code would not adversely affect performance in the first language. The subjects, in grades K-3, had no formal exposure to SE prior to entering school, and received no formal language training once in school. Their teachers used SE, but did not discourage the use of HCE. The subjects' performances over time in HCE and SE were measured by tests in HCE and SE. An analysis of the results shows that SE scores increased significantly in all four grades. Further, the subjects not only maintained HCE, but in three grades significantly increased their performance. Thus the acquisition of SE by the subjects, presumably through constant exposure to it in the school setting, did not result in a decrease in linguistic ability in HCE. This finding may be of significance in planning educational policies and practices. Apparently the immersion of children speaking a low prestige, creolized language into a school setting where the standard language is used exclusively can result in the children acquiring the latter while maintaining the former. (Author/CFM)

ED 136 612 FL 008 487

Menyuk, Paula

*Development of Syntax: The Bridge between Meaning and Sound.*

Pub Date Nov 76

Note—34p.; Paper presented at the International Symposium on Child Language Acquisition (Acapulco, Mexico, November 12-16, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Articulation (Speech), \*Child Language, \*Cognitive Processes, \*Comprehension Development, \*Language Development, \*Language Handicaps, Language Research, Linguistic Theory, Memory, Phonology, Psycholinguistics, Semantics, Sentence Structure, Social Factors, Social Influences, \*Syntax

In this paper early and later development of knowledge of syntactic structures and this development in language-disordered children are reviewed. Theories that have been presented to account for syntactic development (cognitive, cognitive-semantic and social-environmental) are discussed. Early developmental data indicate that there is not a semantic and then, later, a syntactic stage. As children acquire the meaning of a linguistic relation they simultaneously form hypotheses about the syntactic rules used to express this meaning. Abilities which play the most important role in development of comprehension of syntactic structures are the following: to process increasing amounts of parallel temporal-acoustic linguistic information and situational information, to form hypotheses about structures represented in this information, and to hold information in short-term memory so that it can be decomposed by retrieval of structures from long-term memory. The production of utterances, in addition, requires the programming of this parallel information into articulatory movements. Thus, differing language disorders are a reflection of varying degrees of difficulty in these abilities. Social-environmental factors can enhance or retard development, and, to some extent, compensate for differences from the norm in these abilities. (Author)

ED 136 613 FL 008 488

Deering, Nora Harries-Delisle, Helga

*Mohawk. A Teaching Grammar. Preliminary Version.*

Manitou Community Coll., La Macaza (Quebec). Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date 76

Note—564p.

Available from—Manitou Community College, La Macaza, Quebec, Canada (\$17.50)

EDRS Price MF-\$1.00 HC-\$30.13 Plus Postage.

Descriptors—Adult Education, Adult Students, \*American Indian Languages, Consonants, \*Grammar, \*Instructional Materials, \*Language Instruction, Language Patterns, Language Skills, Phonology, Reading Skills, \*Second Language Learning, Speech Communication, Teaching Methods, \*Textbooks, Uncommonly Taught Languages, Vowels, Writing Skills

Identifiers—\*Mohawk

This teaching grammar is designed to be used with adult students. Although primarily conceived for classroom use, it could be used by students learning on their own. A section on reading and writing Mohawk precedes the twenty lessons, each of which has basically the same format: (1) conversation, (2) introduction to the systematic variations of the new material, (3) conversation, (4) phrases to be used in class, (5) vocabulary, (6) exercises, and (7) notes to the student, including grammatical and cultural information to be used for reference purposes. Every fifth lesson is a review of the preceding four, and tapes accompany the lessons for practice in usage and pronunciation. (CLK)

ED 136 614 FL 008 489

Delisle, Gilles L. Metallic, Manny L.

*Micmac Teaching Grammar. Preliminary Version.*

Manitou Community Coll., La Macaza (Quebec). Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date 76

Note—629p.

Available from—Manitou Community College, La Macaza, Quebec, Canada (\$17.50)

EDRS Price MF-\$1.16 HC-\$34.15 Plus Postage.

Descriptors—Adult Students, \*American Indian Languages, Consonants, \*Grammar, Higher Education, \*Instructional Materials, \*Language Instruction, Language Patterns, Language Skills, Phonology, Reading Skills, \*Second Language Learning, Speech Communication, Teaching Methods, \*Textbooks, Transforma-

tion Generative Grammar, Uncommonly Taught Languages, Vowels, Writing Skills Identifiers—\*Micmac

This teaching grammar is designed primarily for university-level students, but may also be used for adult courses, high school classes, and in junior colleges. The text takes the transformational-generative approach to language, in which the notions of system, derivation, and relation are emphasized rather than categorization and classification. The materials are structured so that the student can infer the rules that constitute the system of the language. Sections on Micmac orthography and the reading and writing of Micmac precede the twenty lessons. Each lesson has basically the same format: (1) conversation, (2) introduction to the systematic variations of the new material, (3) conversation, (4) phrases to be used in class, (5) counting, (6) exercises, and (7) notes to the student, including grammatical and cultural information to be used for reference purposes. Guidelines for using the text are provided. A list of the contents of the tape recordings that accompany the text is also provided. (CLK)

**ED 136 615** FL 008 491

Terrebonne, Nancy G.

**Black English Vernacular in the Writing of Young Adults.**

Pub Date [77]

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*American English, \*Black Dialects, \*Language Variation, \*Writing Identifiers—\*Black English Vernacular

There is little or no argument these days that Black English Vernacular (BEV) is a reality and that it is stigmatized. There is still a need, however, in spite of many studies of spoken varieties of BEV, for teachers to know what governs its occurrence in writing. This study concentrates on the written manifestation of BEV, on explaining which features occur, how often they occur, why they occur, whether the occurrence of some features implies the occurrence of others, and why some individuals are more likely to write in the Vernacular than others. Major findings include: a wide divergence in linguistic performance; a lack of correlation between the occurrence of BEV features with extra-linguistic factors, including socio-economic status, mobility, and racial isolation; a lack of correlation between occurrence of BEV features and scores on a standardized college entrance examination; the existence of an implicational relationship between several key features, the most significant of which is that deletion of the copula/auxiliary "be" implies the use of all other BEV features; and, most importantly, the significance of the degree and kind of motivation individuals have in determining their ability to write in Edited American English. (Author)

**ED 136 616** FL 008 493

Armstrong, Fiona And Others

**Making It in the Real World.**

Pub Date 76

Note—10p.; Paper presented at the New York State English for Speakers of Other Languages/Bilingual Education Conference (October 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adult Dropouts, Adult Education, Adult Programs, Adult Students, \*Adult Vocational Education, \*Basic Skills, Business Skills, \*Daily Living Skills, \*English (Second Language), Foreign Students, Interviews, Job Skills, \*Language Instruction, Language Skills, \*Occupational Guidance, Post Secondary Education, Puerto Ricans, Self Concept, Teaching Methods, Vocational Education

This paper describes a project designed to facilitate the rapid movement of adult students from the classroom into vocational training, jobs, or higher education. The project deals with junior and senior high school dropouts, some from New York and some from Puerto Rico. The basic premise of the program is that, while these students return to school because they feel they need further instruction in English, what they also need are other skills vital for success in the working world. Basic features of the program include: flexible class groupings, non-traditional classroom settings, reinforcement of a positive self-image, but most of all, training not only in English as a second language but also in academic skills (including test-taking strategies), vocational oppor-

tunities, and in the values and behavior patterns of the working world. The success of this program depends on a mutually supportive group of teachers who constantly examine and re-evaluate the objectives of the students and the program, diagnose the proficiency and learning problems of each student, and coordinate the teaching of the various skills on different levels. (Author/AM)

**ED 136 617** FL 008 500

Brown, James W.

**Opciones (Options). Spanish Correspondence.**

**Level 1. Learning Activity Packet.**

Pub Date 77

Note—42p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Autoinstructional Aids, College Language Programs, Higher Education, \*Instructional Materials, \*Language Instruction, Language Patterns, Language Skills, \*Language Usage, Learning Activities, \*Learning Modules, \*Letters - (Correspondence), Reading Skills, \*Second Language Learning, \*Spanish, Writing Skills

The purpose of this learning activity packet is to acquaint students of Spanish as a second language with letter-writing in Spanish. Upon completion of the packet, students should be able to: (1) identify some of the major differences in mailing customs between the U.S. and Hispanic countries, (2) read and write mailing and return addresses, (3) read and write informal letters at the students' level of Spanish proficiency, and (4) read and write some types of business letters at the students' level of Spanish proficiency. Verb tenses in the packet are restricted to the present and the preterite. The packet is divided into four lessons: (1) Mailing Customs, (2) Addresses and Envelopes, (3) Informal Letters, and (4) Business Letters. A self-test is found at the end of each lesson, and a series of summary exercises concludes the packet. (CLK)

**ED 136 618** FL 008 501

Bauder, Tom

**Teacher-Training In-Service Packet. Individualizing Bilingual/ESL Instruction.**

Lancaster County School Board, Pa.

Pub Date 74

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Audiovisual Aids, \*Bilingual Education, \*English (Second Language), \*Individualized Instruction, \*Inservice Teacher Education, Instructional Materials, Language Skills, Language Usage, \*Teaching Guides, \*Teaching Methods, Verbs

This packet is designed to help give inservice training on the topic of individualizing bilingual and ESL instruction. It is hoped that the packet will minimize the preparation time needed and will allow inservice trainers to benefit from the experience of other staff members. The first section of the packet consists of an introduction to individualized instruction, and includes suggestions for familiarizing teachers with the topic. Independent Learning Activities (ILA's) and Learning Centers are defined and discussed in the second section, and the construction of an ILA is outlined in the third section. A bibliography citing books and articles in individualized instruction is included, as well as handouts to be used in inservice sessions. The latter are on the topics of the past tense of irregular verbs, telling time, and making change. Four transparencies to be used in inservice sessions conclude the packet. (CLK)

**ED 136 619** FL 008 502

Nguyen, Chinh B., Comp.

**Summary of the Culture, History and Educational System of Viet Nam.**

Lancaster County School Board, Pa.

Pub Date [76]

Note—28p.; Appendices may be marginally legible due to print quality of original

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Asian History, \*Cross Cultural Studies, \*Cultural Background, Educational History, \*Educational Policy, Educational Practice, Elementary Secondary Education, Higher Education, Indochinese, Post Secondary Education, \*Refugees, \*School Systems, Social History, \*Vietnamese, War Identifiers—\*Vietnam

This booklet gives information on the culture, history and educational system of Vietnam as it relates to Vietnamese students in the American

educational system. It is intended for use by teachers who have Vietnamese students in their classes. It consists of the following chapters: (1) Vietnamese Geography and History; (2) Vietnamese Family Education (in pre-war and in wartime); (3) Vietnamese Students in Wartime; (4) Vietnamese Society in the 19th century; (5) The Origin of the Vietnamese Language; (6) Vietnamese Students' Problems; (7) Vietnamese Education System; and (8) Vietnamese Education in the Last Two Decades. The appendices include the following charts: (1) Comparison of Vietnamese and USA Elementary and Secondary Schooling; (2) Comparison of Vietnamese and USA Senior High and Post High School; (3) Comparison of Vietnamese and USA Higher Education; (4) How to Recognize Vietnamese Family Names; and (5) Land of Disasters (a map showing the locations of heavy fighting during the last years of the war). (CFM)

**ED 136 620** FL 008 503

**American Holidays for Spanish Students in the United States.**

Lancaster County School Board, Pa.

Pub Date [76]

Note—21p.; Handout Series, American Holidays,

Nos. 1A, 3C, 4A

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*American Culture, \*Bilingual Education, Bilingual Students, Cultural Awareness, \*Cultural Background, Cultural Education, Elementary Secondary Education, \*English (Second Language), \*Spanish Speaking Identifiers—Christmas, Halloween, \*Holidays, Valentines Day

Three handouts give the history of three holidays celebrated in the United States: Christmas, Halloween, and St. Valentine's Day. Each holiday is described in Spanish and in English for use in bilingual classrooms. (CFM)

**ED 136 621** FL 008 507

Berntsen, Maxine Nimbkar, Jai

**A Marathi Reference Grammar.**

Pennsylvania Univ., Philadelphia. Inst. of South Asia Regional Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Contract—OEC-0-72-0516

Note—206p.; For related documents, see FL 008 508-10

Available from—University of Pennsylvania Bookstore, 3729 Locust Walk/CV, Philadelphia, Pennsylvania 19104 (Full set of Marathi materials \$4.00)

**Document Not Available from EDRS.**

Descriptors—Adult Students, \*Grammar, Indo European Languages, \*Instructional Materials, \*Language Instruction, \*Marathi, Reference Materials, \*Second Language Learning, Transformation Generative Grammar, Uncommonly Taught Languages

Identifiers—National Defense Education Act Title VI, NDEA Title VI

This Marathi reference grammar designed for adult students is based on the model of transformational grammar developed by Zellig Harris, and may be of interest to linguists as well. The basic grammatical facts of Marathi are set forth in eleven chapters: (1) the Marathi sound system, (2) the Devanagari script, (3) nouns, pronouns, and adjectives, (4) verbs, (5) simple sentences, (6) adjuncts of the simple sentence, (7) operators, (8) unary transformations, (9) binary transformations, (10) verbal nouns and adjectives, and (11) word derivation. Appendices deal with morphophonemic rules, speech etiquette, the contrast of the present and imperfect "A" forms of the auxiliary, and word order. (CLK)

**ED 136 622** FL 008 508

Berntsen, Maxine Nimbkar, Jai

**A Basic Marathi-English Dictionary.**

Pennsylvania Univ., Philadelphia. Inst. of South Asia Regional Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Note—171p.; For related documents, see FL 008 507, 9 and 10

Available from—University of Pennsylvania Bookstore, 3729 Locust Walk/CV, Philadelphia, Pennsylvania 19104 (Full set of Marathi materials \$4.00)

**Document Not Available from EDRS.**

Descriptors—Adult Students, \*Dictionaries, \*English, Indo European Languages, Instructional Materials, \*Language Instruction, \*Marathi, \*Second Language Learning, Semantics, Uncommonly Taught Languages, Vocabulary  
 Identifiers—National Defense Education Act Title VI, NDEA Title VI

This Marathi-English dictionary is intended for the adult student learning Marathi through the medium of English. It contains approximately 10,000 entries, most of which are basic words from which others can be derived. The words constitute a basic vocabulary, including the current meanings, and excluding obsolete meanings. In some cases, the definitions are more colloquial than those found in dictionaries. As an aid to the beginning student, irregular verbs are noted, as well as the subclass of feminine nouns. Derivational affixes are given as separate entities, and for some words, phrases in which they occur are provided. Entries are arranged according to the traditional order of the Devanagari script. Appendices consist of the Roman and Hindu calendars, and the numerals. (CLK)

ED 136 623

FL 008 509

Bernsen, Maxine Nimbar, Jai

An Intermediate Marathi Reader. Parts One and Two.

Pennsylvania Univ., Philadelphia. Inst. of South Asia Regional Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Contract—OEC-0-72-0516

Note—111p.; For related documents, see FL 008 507, 8 and 10

Available from—University of Pennsylvania Bookstore, 3729 Locust Walk/CV, Philadelphia, Pennsylvania

**Document Not Available from EDRS.**

Descriptors—Adult Students, \*Dictionaries, Indo European Languages, Instructional Materials, \*Language Instruction, \*Marathi, Reading Instruction, \*Reading Materials, \*Second Language Learning, Semantics, Uncommonly Taught Languages, Vocabulary, Word Lists  
 Identifiers—National Defense Education Act Title VI, NDEA Title VI

This intermediate reader containing 15 stories has been designed for the adult learner of Marathi with an elementary knowledge of the language. It is intended to increase the students' reading skills and introduce them to some main themes in Maharashtrian life and literature. A brief introduction in English precedes some of the stories. The second part of the reader consists of a list of the vocabulary found in the stories. The meanings given are those appropriate to the context of the stories, and are not necessarily the most common meanings of a word. Each noun is followed by its plural form if it is relevant, and adjectives are given in the neuter singular form. (CLK)

ED 136 624

FL 008 510

Bernsen, Maxine Nimbar, Jai

An Advanced Marathi Reader. Parts One and Two.

Pennsylvania Univ., Philadelphia. Inst. of South Asia Regional Studies.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Contract—OEC-0-72-0516

Note—157p.; For related documents, see FL 008 507-9

Available from—University of Pennsylvania Bookstore, 3729 Locust Walk/CV, Philadelphia, Pennsylvania

**Document Not Available from EDRS.**

Descriptors—Adult Students, \*Dictionaries, Indo European Languages, Instructional Materials, \*Language Instruction, \*Marathi, Reading Instruction, \*Reading Materials, \*Second Language Learning, Semantics, Uncommonly Taught Languages, Vocabulary, Word Lists  
 Identifiers—National Defense Education Act Title VI, NDEA Title VI

This advanced reader, containing ten stories, is designed for adult students of Marathi with an intermediate knowledge of the language. It is intended to increase the students' reading skills and introduce them to some main themes in Maharashtrian life and literature. The selections

deal primarily with women and marriage, and religion. It is felt that the selections will help the student gain insight into traditional values and processes of change going on in Maharashtra. A brief introduction in English precedes some of the stories. The second part of the reader consists of a list of the vocabulary found in the stories. The meanings given are those appropriate to the context of the stories, and are not necessarily the most common meanings of a word. Each noun is followed by its plural form if it is relevant, and adjectives are given in the neuter singular form. (CLK)

ED 136 625

FL 008 519

Petrov, Julia A., Comp. McLane, Kathleen, Ed.

Foreign Language, Area, and Other International Studies: A Bibliography of Research and Instructional Materials Completed under the National Defense Education Act of 1958, Title VI, Section 602. List No. 8.

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education; ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date 77

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (forthcoming)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Area Studies, Bibliographies, Conference Reports, Elementary Secondary Education, Grammar, Higher Education, \*Instructional Materials, International Studies, Language Instruction, \*Language Research, \*Languages, Linguistics, Psycholinguistics, Reading Materials, Resource Materials, Second Language Learning, Second Languages, Teaching Methods, \*Uncommonly Taught Languages

Identifiers—\*National Defense Education Act Title VI, NDEA Title VI

This cumulative bibliography lists the research and instructional materials completed by October 30, 1976, under NDEA Title VI, Section 602. The bibliography is designed for use by scholars, curriculum specialists, and program planners concerned particularly with the teaching and learning of foreign languages and the availability of instructional materials for geographic area studies. It also will be useful to supervisors and teachers of foreign languages, particularly at the post-secondary level, and to those concerned with research in linguistics and the psychology of language learning. The listing is divided into two major sections, General Reports and Specialized Materials. General Reports is further divided into: (1) Studies and Surveys, (2) Conferences, (3) Linguistic Studies, and (4) Research in Language-Teaching Methods. Specialized Materials is divided into (1) Commonly Taught Languages, (2) Uncommonly Taught Languages, and (3) Foreign Area Studies. An index is provided, and an appendix lists items completed between November 1976 and May 1977. (Author/CLK)

**HE**

ED 136 626

HE 007 834

Gething, Judith R.

Articulation at the University of Hawaii: An Academic Dilemma.

Pub Date Apr 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Articulation (Program), College Credits, \*Community Colleges, \*Higher Education, Interinstitutional Cooperation, \*Junior Colleges, Program Coordination, \*Transfer Policy, Transfers, Undergraduate Study, \*Upper Division Colleges

Identifiers—\*Hawaii

Articulation is the process of meshing the students' previous education, either in terms of credits or in terms of substance of their education, with their baccalaureate program. The problem arises because of the large number of students who attend community and junior colleges and then transfer into baccalaureate programs at a four-year college or a university. This paper deals with articulation within the University of Hawaii but application throughout the country. Models of articulation are briefly described to in-

dicate the major options that decision-makers have had. The creation of the University of Hawaii system is reviewed and current articulation practices are outlined. The articulation controversy is analyzed in terms of some academic and economic stresses within the system. Finally, a tentative solution to some of the problems is suggested. (Author/JMF)

ED 136 627

HE 008 384

Graduation: 1976.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—21p.; Transcript for television program scheduled for broadcast on "Options in Education" during the week of June 21, 1976.

Available from—Options in Education, G.W. Institute for Educational Leadership, 2025 M St. N.W., Washington, D.C. 20036 (Program No. 34, \$0.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, \*College Graduates, \*Degrees (Titles), \*Graduate Study, \*Graduation, \*Graduation Requirements, Higher Education, \*High School Graduates, Interviews, Opinions, Parent Attitudes, Performance Based Education, Principals, Secondary Education, Social Attitudes, Student Attitudes, Student Opinion, Television

Identifiers—Honorary Degrees

The program is a series of interviews and montages on the topic of graduation at all levels: high school, college, graduate, and honorary degrees. Among those interviewed are: Caroline Bird, author of "The Case Against College"; Judith Harrison, Maureen Smith, and Frank Meta, graduates; Roy Forbes, Director of the National Assessment of Educational Progress; Samuel Proctor of Rutgers University; Irene Lober, Tom Chaney, and Gary Goff, high school principals discussing minimum competency requirements; and parents. (Author)

ED 136 628

HE 008 524

Winstead, Philip C.

Management By Objectives.

Pub Date 4 Feb 77

Note—17p.; Paper presented at conference on Running Higher Education cosponsored by the Council for the Advancement of Small Colleges and the American Association for Higher Education (Warrenton, Virginia, February 1-4, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Responsibility, College Planning, Educational Objectives, \*Educational Planning, Higher Education, \*Management by Objectives, Management Development, \*Models, \*Planning, \*Resource Allocations, Universities, \*University Administration

Identifiers—\*Furman University SC

A comprehensive program was begun in 1972 at Furman University to revitalize its management planning processes and to develop a management planning model that could be used by other institutions. The effort continues as part of Furman's ongoing administrative operation. The resulting Management Planning Project at Furman is described in this conference speech. Focus is on the procedural aspects of the management-by-objectives (MBO) portion of the program and the accompanying personnel interactions. The MBO emphasis in Furman's systematic institutional planning process includes the major steps of (1) clarification and evaluation of mission, goals, and objectives; (2) development and execution of programs of action; and (3) allocation of essential resources. These steps are incorporated into the other management planning activities. The scheme requires development of a program of action and the allocation of essential resources to support the particular objective. This distinction is the first step in reducing the number of worthwhile objectives to both a manageable number and to those objects that can have a meaningful effect on the administration of the college. (LBH)

ED 136 629

HE 008 527

Anderson, G. Lester

The Evaluation of Academic Administrators.



Pub Date 4 Feb 77

Note—26p.; Paper presented at the conference on "Running Higher Education" cosponsored by the Council for the Advancement of Small Colleges and the American Association for Higher Education (Warrenton, Virginia, February 1-4, 1977); for related document, see ED 129 198

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Administrator Evaluation, Administrator Qualifications, Administrator Responsibility, Bibliographies, Conference Reports, Educational Administration, \*Evaluation Criteria, Higher Education, \*Management Development, \*Models, \*Rating Scales, \*Summative Evaluation

Certain principles, assumptions, and caveats are considered in this conference paper that are relevant to the formal evaluation of academic administrators. Academic administration is defined as "leadership and managerial activity associated with teaching, research, educational services such as counseling or placement, and extension activities including continuing education." The rationale for administrator evaluation is examined along with types of evaluation, the authority for evaluation, uses of the evaluation, and the need for a formal system. A model set forth in the author's previously published monograph, "The Evaluation of Academic Administrators: Principles, Process, and Outcomes," is described along with three alternative models. The three alternative models include: (1) the Ad Hoc Evaluation Committee Model in the State University of New York; (2) a Civil Service Review Model used by the California State Colleges and Universities System; and (3) a Management Scorecard Model proposed by Peter Drucker. (LBH)

ED 136 630 HE 008 594

Education for Practical Wisdom. Address of the President; Report of the Board of Directors. Association of American Colleges, Washington, D.C.

Pub Date 12 Feb 77

Note—26p.; Reports from the Annual Meeting of the Association of American Colleges (63rd, New Orleans, Louisiana, February 10-12, 1977)

Available from—Association of American Colleges, 1818 R Street N.W., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Opportunities, Collective Bargaining, \*Colleges, \*Educational Planning, Females, \*Higher Education, Liberal Arts, \*Meetings, National Organizations, \*Private Colleges, \*Professional Associations, Speeches

Identifiers—\*Association of American Colleges, Independent Colleges, National Assn Independent Colleges Universities, Priorities  
The report of the Association of American Colleges Board of Directors as presented at the 1977 annual meeting is offered. Discussed are the status of the National Association of Independent Colleges and Universities, the Project on the Status and Education of Women, the cooperative work on the Change in Liberal Education project, and the Academic Collective Bargaining Information Service. AAC-sponsored publications during the year are reviewed, and the proposed National Center for Career Options in the Liberal Arts is described briefly. Association constituency, structure, finance, and staffing are also reviewed. Frederick W. Ness, in his president's report, speaks to the current needs and plans of the association. (LBH)

ED 136 631 HE 008 608

Melican, Robert L.

The Residence and Migration of Students in New England Institutions of Higher Education, Fall 1975. With Net Migration in the Northeast and Comparisons to 1968.

New England Board of Higher Education, Wellesley, Mass.

Pub Date 76

Note—202p.; Not available in hard copy due to marginal legibility of original document.

Available from—New England Board of Higher Education, 40 Grove Street, Wellesley, Mass. 02181 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Comparative Analysis, Demography, \*Geographic Regions, Higher Education, \*Migration Patterns, \*State Surveys, \*Statistical Data, Statistical Surveys, \*Student Mobility, Tables (Data)

Identifiers—Maine, Massachusetts, \*New England, New Hampshire, Rhode Island, Vermont

The flow of postsecondary level students into and out of a state or regional area can be significant to many institutions in their budgeting and planning. In New England the migration of students will continue to be a critical factor in the decades ahead. The data in this report encompass all full-time and part-time students or total headcount enrolled at all levels in degree-granting institutions in the New England states. The findings indicate that those institutions continue to attract significant numbers of students across state lines, but that there have been a number of changes in the patterns of migration since 1968. Although students are attracted in larger numbers to the region's higher educational institutions from outside New England, these students constitute a smaller percentage of the region's total enrollment. Statistical tables are presented for: New England summary by state of residence, 1975 and 1968; intra-New England migration, 1975 and 1968; and state tables for Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. (LBH)

ED 136 632 HE 008 614

Greenberg, Robert M. Tully, Richard B.

Employability of College Graduates in Indiana Business and Industry. Indiana College-Level Manpower Study. Report Number 5.

Indiana State Commission for Higher Education, Indianapolis.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—P76102

Pub Date Feb 76

Note—84p.; For related documents, see HE 008 614-616

Available from—Indiana State Commission for Higher Education, Indianapolis, Indiana 46202

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*College Graduates, \*Communication Skills, \*Employers, \*Employment Opportunities, \*Employment Practices, Grades (Scholastic), Higher Education, \*Labor Market, Manpower Needs, Occupational Guidance, Question Answer Interviews, Questionnaires, State Surveys, \*Underemployed, Work Experience

Identifiers—\*Indiana, Indiana College Level Manpower Study

The results of two surveys are summarized in this research report. They include: (1) an interview survey of a sample of employers of 100 or more personnel in four of Indiana's Planning and Development Regions, and (2) a questionnaire survey of a sample of companies employing from 50 to 100 personnel. The surveys were conducted in the summer of 1975 with the goal of identifying the views of business and industry in the state concerning the employability of college graduates. The results indicate that: employers in the state are not having difficulty in finding college graduates to fill their available positions; the factors considered of primary importance were not directly related to academic performance but involved communication skills and previous work experience; too many college graduates were basically unfamiliar with the nature of business industry and the nature of the work to be performed; respondents generally favored hiring graduates with major fields of study closely related to the occupation pursued, especially if he also were strong in communication and human relations skills; many graduates may be forced into positions of underemployment; employers would not recommend underemployment, although a majority seemed to be practicing it. (LBH)

ED 136 633 HE 008 615

Greenberg, Robert M. Tully, Richard B.

Educational Plans and Career Choices of Bachelor's Degree Recipients in Indiana. Indiana College-Level Manpower Study Report Number 3.

Indiana State Commission for Higher Education, Indianapolis.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—P75104

Pub Date Nov 75

Note—72p.; For related documents, see HE 008 614 and HE 008 616

Available from—Indiana State Commission for Higher Education, Indianapolis, Indiana 46202

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Aspiration, \*Career Choice, \*College Graduates, College Majors, \*Employment Patterns, Females, Graduate Study, Higher Education, \*Labor Market, Males, \*Occupational Choice, Occupational Guidance, Planning, Questionnaires, Sex Differences, State Surveys, Student Characteristics

Identifiers—\*Indiana, Indiana College Level Manpower Study

Results of a questionnaire survey conducted in the spring of 1975 to determine the educational, occupational, and career plans of college seniors in Indiana immediately prior to their completion of work toward a bachelor's degree are presented. Graduates from the public institutions were found to be significantly older than those from the private institutions. The graduates' parents appeared to be of higher socioeconomic status and to have attained higher educational degrees than the general public, and nearly 25 percent of the graduates have interrupted their formal education for a significant period of time since the completion of high school. About 75 percent indicated plans for further education. Fewer than half of the graduates expected to be working in their career occupations the fall after graduation. One-quarter expected to be employed in non-career jobs then; five years hence, 78 percent expected to be employed in full-time career jobs. Differences were found in male and female expectations. The anticipated primary activity for the fall was related to the graduate's major field of study. Fewer than half of all the graduates reported having received occupational or career counseling. (LBH)

ED 136 634 HE 008 616

Greenberg, Robert M.

Summary Report. Indiana College-Level Manpower Study Report Number 8.

Indiana State Commission for Higher Education, Indianapolis.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—P76105

Pub Date Jun 76

Note—41p.; For related documents, see HE 008 614-615

Available from—Indiana State Commission for Higher Education, Indianapolis, Indiana 46202

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Choice, \*College Graduates, College Majors, Employers, \*Employment Potential, Health Occupations Education, Higher Education, \*Job Market, \*Labor Market, Legal Education, Liberal Arts, Medical Education, Nursing, Occupational Choice, Social Sciences, State Surveys, Teachers

Identifiers—\*Indiana, \*Indiana College Level Manpower Study

Selected findings of seven previously published reports of the College-Level Manpower Study are summarized. Factors involving both manpower supply and demand were investigated and educational and occupational areas in which major supply/demand imbalances exist were determined. The primary goal was to investigate the manpower supply/demand relationships between college graduates and the labor market demand in Indiana. It was found that most manpower studies in existence appeared to assess college-level manpower supply without taking into account the plans and aspirations of the students themselves. It was also common to estimate various types of manpower demand without considering the preferences of employers concerning the educational levels and fields of study for their new employees. This report reviews the findings on: student career plans; business and industry hiring of college graduates; potential imbalances in supply/demand; liberal arts and social sciences fields; elementary and secondary school teachers; law and legal assistants; and medicine, nursing and allied health fields. (LBH)

ED 136 635 HE 008 625

Fincher, Cameron

What Research Says About Learning.

Georgia Univ., Athens. Inst. of Higher Education. Pub Date 76

Note—7p.; Originally presented at a faculty workshop held by Houston Baptist University, September 1, 1976

Available from—IHE Newsletter, Institute of Higher Education, University of Georgia, Athens, Georgia 30602

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, \*Accountability, Class Size, College Teachers, Educational Objectives, \*Educational Research, \*Effective Teaching, Grading, Higher Education, \*Learning, Speeches, Student Motivation, Student Participation, Teaching Methods, \*Teaching Quality, Testing, Workshops  
Identifiers—\*Educational Outcomes

This speech addresses the basic but widespread weakness of many efforts in the improvement of college instruction which is believed to be the absence of adequate attention to the theoretical and research foundations of learning and teaching. Some of the current research deals directly with the accountability issue (e.g., criterion-referenced tests, behavioral objectives, and the development of specific instructional systems), but studies about how to produce a lasting result are often neglected. The author reviews the general principles of learning and what the research says about them. He focuses on the significance of such factors as: student ability and motivation; specified conditions or practice and instruction; meaningfulness of learning materials and tasks; degree and quality of motivation; active participation of students and their levels of aspiration; concern for process as well as products of learning; class size; order of presentation; effectiveness of group discussion; student anxiety; and testing and grading methods. (LBH)

ED 136 638 HE 008 642

Post, A. Alan  
Legislative, Financial Issues in Higher Education: 1976 and Beyond.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 76

Note—5p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v8 n10 Dec 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, Adult Students, Campus Planning, \*Curriculum Enrichment, Educational Coordination, \*Educational Economics, \*Educational Finance, Educational Trends, Enrichment, \*Enrollment Trends, \*Higher Education, Library Facilities, Research, \*State Schools, Student Financial Aid, Teaching Load

Identifiers—\*California

The next decade in higher education will show a leveling and decline in enrollment accompanied by a significant shift from program expansion to program enrichment. Educators will face a challenge of trying to convince governors and legislators of the benefits of enrichment within the existing unclear economic picture where education must compete with other areas for existing funds, and higher education must compete with other areas of education, and where the general public is questioning the value of higher education. Program enrichment entails such factors as the balanced campus, improved libraries, teaching enrichment and faculty workload, and research. In addition to program enrichment, the next decade will also see an increased emphasis on the nontraditional student, the distribution of student aid, and a new sphere of influence for coordinating bodies. The author cites specific examples from the California experience in the presentation and describes the issues from the Business Officer's point of view. (JMF)

ED 136 637 HE 008 643

Bowen, Howard R.  
Systems Theory, Excellence, and Values: Will They Mix?

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 77

Note—6p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v9 n2 Feb 1977

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, Administration, \*Decision Making, Educational Accountability,

Educational Planning, \*Efficiency, \*Higher Education, \*Human Resources, Management, \*Planning, Systems Analysis, \*Systems Approach

Academic planning in higher education is strongly influenced by business management theories and practices. The author questions the usefulness of this approach because the nature of higher education differs from the nature of a profit-making business. However, rational planning to achieve efficiency is relevant if efficiency is not confined to values that are measured in money or traded in a market. Academic planning must take into account all the benefits whether or not they are readily quantifiable, and must consider all the costs whether or not they are quantifiable. An analogy between higher education institutions and the family is drawn to illustrate this. The point is also made that more knowledge is needed about the relation between the resources and technologies employed and the true outcomes in human terms to make academic planning possible. Several examples of the decision-making process in long-range planning are given to illustrate the kinds of questions that must be answered in the planning activity. The main task of planning is to implement a coherent philosophy of higher education that sets the general costs and results and to communicate the plan to the academic community through a consistent pattern of decisions. (JMF)

ED 136 638 HE 008 644

Bacchetti, Raymond F.  
Using Cost Analysis in Internal Management in Higher Education.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jan 77

Note—12p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v9 n1 Jan 1977

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, \*Cost Effectiveness, \*Decision Making, Educational Accountability, \*Educational Administration, \*Educational Economics, Educational Finance, Efficiency, Financial Policy, \*Higher Education, \*Management, Management Systems, Models, Operations Research, Organizational Effectiveness, Program Planning, Resource Allocations

Cost analysis for internal management of higher education institutions is of interest because of the steady state of higher education, concern over management practices, and the expectation that higher education institutions should be more responsive to social planning and public policy concerns and objectives. The nature of the institutions that administrators manage is examined briefly in terms of structure and function. A survey is made of decision-making and the relationship between the ends desired and the means chosen for getting there. Several situations in which cost analysis can be useful are described followed by some technical and intellectual problems. Finally, two models are presented for putting all these considerations together and for using cost analysis in internal management. (JMF)

ED 136 639 HE 008 645

Kaiser, Harvey H.  
Reduction Planning: Managing in an Era of Declining Resources.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 76

Note—12p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v8 n7 Sep 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, Administration, Costs, Educational Accountability, \*Educational Economics, \*Educational Finance, Facilities, Facility Planning, Facility Requirements, Financial Policy, \*Higher Education, \*Management, Management Systems, Operat-

ing Expenses, \*Planning, \*Policy Formation, Productivity, Resource Allocations  
Identifiers—\*Syracuse University

Reduction planning is a rational process that requires a comprehensive program and a firm grasp on current operating practices and costs. It is planning for reducing personnel positions, lowering levels of service, and deferring maintenance. This paper explores three important issues in reduction planning: the basic concepts of reduction planning, the comprehensive actions necessary in preparation for reduction planning and the alternative actions for achieving reduction. Taken together these three issues set a basis for reduction planning in higher education. The effective use and management of physical resources is looked at from the view of an overall availability of resources for an institution. Specific references are made to activities at Syracuse University that are under the responsibility of the author. (Author/JMF)

ED 136 640 HE 008 646

Speer, Edgar B.  
Business—Education: Parallels in Management.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 76

Note—5p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v8 n6 Sep 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Accountability, Business, Costs, Educational Accountability, \*Educational Administration, \*Educational Economics, Educational Finance, Financial Policy, \*Higher Education, Industry, Management, \*Management by Objectives, Management Systems, \*School Industry Relationship

Administrators of higher education are facing a challenge and opportunity that parallels those faced by managers in American business. The economic situation presents a struggle to make ends meet as well as an opportunity to sharpen its role in society, to redefine its goals. Administrators in both fields are using management-by-objective theories to approach the problems. Since the author is chief executive of U.S. Steel Corporation, the parallels are drawn with the steel industry in particular. Substantial contributions to efficiency and cost reductions have been made in industry for a number of years through programs that are designed to encourage total employee participation. U.S. Steel, in cooperation with NACUBO, has established a Cost Reduction Incentive Award Program to tap the ideas of people on campus. The ideas are then shared with other institutions through the facilities of NACUBO. (JMF)

ED 136 641 HE 008 647

MacLean, Douglas G.  
Personnel Management: Stewardship of Human Resources

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Oct 76

Note—8p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v8 n8 Oct 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, \*Administrative Personnel, \*Administrator Responsibility, Administrator Role, \*Higher Education, \*Human Resources, Management, Personnel, \*Personnel Directors, \*Personnel Management, Personnel Policy, Personnel Selection

The personnel function of top management is examined by first studying the environment in which top management functions. The basic skills required to perform the function are discussed. Against this background, six elements of personnel management in colleges and universities are considered: goals and objectives, organization for personnel management, major policies, systems and procedures, communication and reporting, and performance measurement. (JMF)

## ED 136 642

HE 008 648

Mathews, Keith W.

**Cost Accounting in an Academic Community: A Small College Approach.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Nov 76

Note—6p.

Available from—National Association of Coll. and Univ. Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (1-10 copies, free, 11 or more, \$0.15 ea.)

Journal Cit—NACUBO Professional File; v8 n9 Nov 1976

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Accounting, Costs, \*Decision Making, Educational Administration, \*Educational Finance, \*Expenditure Per Student, Financial Policy, \*Higher Education, \*Private Colleges

Identifiers—\*Ohio Wesleyan University

Ohio Wesleyan University has demonstrated that a small private college can apply cost accounting to instructional activities. For more than six years, Ohio Wesleyan has calculated the unit cost of instruction per student and per credit until for each individual course section as well as the average unit costs for each academic discipline. Only instructional costs are included; support costs are not allocated to the academic disciplines. This data has become a factor in the decision-making process and usually serves to raise questions, not provide answers. The four instructional cost reports used by the University are described: faculty compensation analysis; instruction department cost grouping; course cost report; and instruction discipline cost report. The data was first used by the ad hoc Long Range Planning Committee to establish objectives for the 1970s and the committee's recommendations reflected the data. It has continued to be used for multiyear comparisons and has pinpointed areas and programs that need change. (JMF)

## ED 136 643

HE 008 656

Holli, Ernest V. And Others

**Costs of Attending College. A Study of Student Expenditures and Sources of Income. No. 9.**

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 57

Note—90p.; Appendix A is not reproduced due to marginal legibility or original document.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*College Students, \*Educational Finance, \*Expenditures, Females, Financial Support, \*Higher Education, Income, Males, National Surveys, Private Colleges, Public Schools, Scholarships, Student Characteristics, \*Student Costs, Student Employment, Student Financial Aid

In an effort to throw some light on the character of the costs students incur in attending college and on their sources of income for this purpose, the Office of Education in 1953 studied the problem as it was faced by full-time, single undergraduate students in 110 colleges in 41 states and the District of Columbia. Data include: student expenditures for attending college (capital, current, and total); comparisons by sex; mean versus median; comparisons by regions, fields, and place of residence; costs at four types of residence; major items; public versus private costs; and living costs; major sources of students income (family income and size); comparisons by sex; long-term savings; student earnings; scholarships; family contributions; and comparisons by college type; conclusions and related issues; and information on the survey itself. (Author/MSE)

## ED 136 644

HE 008 657

Moom, Rexford G.

**Student Financial Aid in the United States: Administration and Resources.**

College Entrance Examination Board, New York, N.Y.

Pub Date 63

Note—57p.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Students, \*Federal Government, \*Government Role, Graduate Study, \*Higher Education, \*Private Financial Support, \*State Government, \*Student Financial Aid, Student Responsibility

In order of their importance in 1961, the administrative outlets for funds for undergraduates were: colleges and universities (70 percent); the federal government (17 percent); state governments (9 percent); and others. In order of importance as sources of funds for graduate support were: the federal government (\$200 million), colleges and universities (\$21 million), others (\$20 million), and state governments (\$10 million). The number of foreign students coming to America with support from public or private agencies in the United States is five times the number of American students going abroad with similar support. State and federal government aid has tended to carry more restrictions for the student than has the same type of aid when offered by private agencies, and financial aid in general has been more restricted for graduate than undergraduate study. Historically, the colleges and universities have played the dominant supportive role for all kinds of student support programs, except for the period of about 10 years after World War II. The states were the first noncollege group to make major efforts in the student aid area; the federal government is only recently a major contributor to these activities. (Author/MSE)

## ED 136 645

HE 008 665

Patterson, Michelle

**The Impact of Colleges and Universities on the Educational Aspirations of Women. Final Report.**

California Univ., Santa Barbara. Dept. of Sociology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date Dec 76

Grant—NE-G-00-3-002

Note—56p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Academic Aspiration, Achievement Need, Aspiration, College Choice, College Students, \*Females, Followup Studies, \*Higher Education, \*Longitudinal Studies, \*Males, \*Self Concept, Sex Differences, Student Attitudes, Student Opinion, Student Research, Students

The project was designed to examine the way in which institutions of higher education change, or fail to change, the educational aspirations of women students and to test the explanatory power of two dominant sociological reference group theories, environmental press and relative deprivation, when applied separately to male and female undergraduates. The analyses were carried out on existing longitudinal data files developed by the American Council on Education's Cooperative Institutional Research Program. The file used consisted of 1966 freshmen who were followed up as sophomores (1967) and seniors (1970). Variations in the aspirations of men and women were found after one year of college, but these differences appear to wash-out after four years in college. The significant predictors of senior year academic self-concept are the same for men and women. The three most important predictors of senior year educational aspiration are also the same. For both men and women both relative deprivation and environmental press appear to be operating in influencing senior year educational aspirations. The relative deprivation effect is a strong one but, contrary to the theory, appears to operate directly through college grades and not through the intermediate psychological variable of academic self-concept. College selectivity is shown to have a significant and positive effect on educational aspirations, although this effect is noticeably stronger for men than for women. (JMF)

## ED 136 646

HE 008 667

**AAUP Policy Documents and Reports.**

American Association of Univ. Professors, Washington, D.C.

Pub Date Jan 77

Note—105p.

Available from—The American Association of University Professors, Suite 500, One Dupont Circle, Washington, D.C. 20036

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Academic Freedom, Academic Rank (Professional), Accreditation (Institutions), Collective Bargaining, \*College Faculty, College Teachers, Due Process, Fringe Benefits, \*Governance, \*Higher Education, \*National Organizations, Organizations

(Groups), \*Policy, Professional Associations, Professional Occupations, Professors, Research, Student Rights, Tenure

The American Association of University Professors is regarded as the authoritative voice of the academic profession. This document presents a wide range of policies as they have been determined by the Association through the years. The policies described concern academic freedom, tenure, and due process including procedural standards in faculty dismissal proceedings, renewal or nonrenewal of appointments, discrimination, tenure quotas, and mandatory retirement; college and university government including the role of faculty in budgetary and salary matters, faculty participation in the selection and retention of administrators, faculty status of librarians, and student participation in governance; collective bargaining; professional ethics; student rights and freedoms; college and university accreditation; research and teaching, including faculty workload, and conflicts of interest; and collateral benefits, including insurance and retirement benefits and leave policies. The constitution of the Association is also included. (JMF)

## ED 136 647

HE 008 669

Owings, Thomas G.

**Alabama Citizens on Postsecondary Education: Survey '76.**

Alabama Univ., University. Inst. of Higher Education Research and Services.

Pub Date Feb 77

Note—189p.

Available from—The Institute of Higher Education Research and Services, The University of Alabama, University, Alabama 35486

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Educational Quality, Financial Support, \*Higher Education, \*Majority Attitudes, \*Post Secondary Education, \*Public Opinion, Questionnaires, State Government, State Surveys, Statistical Analysis, Statistical Studies, Tables (Data)

Identifiers—\*Alabama

During the summer of 1976, the Institute conducted a public opinion poll. From a random sample of 1,251 individuals, age 16 and over, 680 persons responded to and returned a 44-item questionnaire about various aspects of postsecondary education in Alabama. The survey results are analyzed from four perspectives: (1) previous national and regional surveys; (2) the survey methodology; (3) responses to each question, compared by race, sex, level of education, age, income, and geographic location of the respondents; and (4) the salient points of Alabama opinion emerging from the responses. Alabamians are found to be very positive about the quality of education in the state's postsecondary institutions. Although many expressed a limited knowledge of specific aspects of higher education, their responses indicate that they view it as a valuable asset to the state; they feel it is important for themselves and their children; and they believe postsecondary education should be one of the top funding priorities of the legislature. Results are analyzed by statistical measures and presented in narrated tabular form. (Author/MSE)

## ED 136 648

HE 008 686

**Task Force on Undergraduate Admissions. Final Report.**

California Univ., Berkeley. Office of the President.

Pub Date Mar 77

Note—94p.; Parts of appendices may be marginally legible due to print quality

Available from—Office of the President, University of California, Berkeley, California 94720

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Achievement, Academic Standards, \*Admission Criteria, Affirmative Action, \*College Admission, Competitive Selection, Higher Education, Predictor Variables, \*State Universities, \*Statewide Planning

Identifiers—\*California, \*University of California

The Task Force on Undergraduate Admissions undertook in 1976 to determine: (1) what steps, if any, to take to participate the results of the California Postsecondary Education Commission study of the university's eligibility pool, which may show that the pool has grown larger than 12 1/2 percent in high school graduates; (2) what recommendations should be made for affirmative



action in admissions; (3) what are the academic, administrative, affirmative action, and procedural implications of the recommendations proposing that performance test scores be coupled with high school GPA as a basis for admission; (4) what alternate predictors of success, if any, should the university consider in admissions; and (5) what is the assessment of the university's experiment in reduced minimal admissions requirements for transfer students? The task force responses and recommendations are included, and the university's admissions requirements, proposals, and related information are appended. (Author/MSE)

ED 136 649 HE 008 697

**The State Board of Regents 1975-76 Annual Report of the State University and Community College System of Tennessee.**

Tennessee State Board of Regents, Nashville.

Pub Date Sep 76

Note—81p.

Available from—The State University and Community College System of Tennessee, 1161 Murfreesboro Road, Nashville, Tennessee 37217

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Policy, Adult Education, Annual Reports, College Faculty, College Graduates, College Libraries, \*Colleges, College Students, \*Community Colleges, Degrees (Titles), Educational Finance, Facilities, Facility Expansion, Financial Policy, \*Higher Education, Program Development, \*State Boards of Education, Tables (Data), \*Universities

Identifiers—\*Tennessee

The report covers the period from July 1, 1975 to June 30, 1976. General information is given on board membership and staff, member institutions, enrollment, graduates, faculty, libraries, academic program development, public service and continuing education, student life, and policies, campus facilities development, and business and finance achievements and policies. Appendices giving more complete data are included. (MSE)

ED 136 650 HE 008 698

Haines, Michael F.

**Higher Professional Education and the Uses of Knowledge.**

Pub Date Apr 77

Note—25p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Education, Comparative Analysis, Faculty, Higher Education, Humanities Instruction, \*Information Utilization, Instructional Program Divisions, \*Learning Processes, Natural Sciences, Occupational Surveys, \*Professional Education, Social Sciences, Specialization, Statistical Analysis, \*Teacher Attitudes, \*Teaching Methods

Identifiers—\*Knowledge Utilization

This study determines the preference of professional school faculty for associative, replicative, interpretive, and applicative uses of knowledge, and it compares those preferences to those expressed by arts and science faculty. Relationships of use of knowledge preferences to curriculum and instruction decisions are shown. Faculty from four groups divide into two similar patterns. Professional and natural science faculty favor specialist (associative and interpretive) uses, and social science and humanities faculty favor generalist (replicative and applicative) uses. Professional faculty describe themselves as strong specialists in significantly greater frequency than do faculty from the three divisions of arts and sciences. Some statistical analyses are used. (Author/MSE)

ED 136 651 HE 008 699

Campus, Rosemary G. And Others

**Nursing Research Support in Community Health Agencies in the West.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 76

Grant—R02-NU-00415

Note—89p.

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Budgets, Facilities, Financial Support, Higher Education, Institutional Role, Methods Research, \*Nurses, \*Nursing, Occupational Surveys, Questionnaires, \*Researchers, \*Research Opportunities, \*Research Problems, Research Projects, Special Services, Tables (Data), Vocational Interests

Identifiers—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

To determine what resources are available to community health nurses, a survey was conducted of 345 agencies in WICHE's 13 western state region (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, and Wyoming). Major findings were: (1) only two percent of responding agencies had a full-time nurse researcher, while 13 percent reported having a nurse involved in part-time research; (2) the presence of a nurse researcher is related to agency size as measured by the number of visits per year and to administrative staff; (3) research support services are difficult to obtain for many of the agencies; (4) seven percent of the agencies report having a nursing research section; (5) less than two percent of the agencies report having a budget designated for nursing research; (6) in spite of the lack of research support, there exists a very large interest in developing research, and the research atmosphere is generally rated as favorable; (7) there is a wide range of topics that respondents are interested in researching, and the greatest interest is in nursing care and the evaluation of its quality; and (8) the largest obstacle to implementing research is the lack of available funds. Results are not reported by individual state, but in narrated tabular and graphic form for the entire region. The questionnaire and a list of suggested research topics are appended. (Author/MSE)

ED 136 652 HE 008 700

Shay, Thomas M. Engdahl, Lilla E.

**Extended Degree Programs in the West: Report of a Survey.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jun 76

Note—103p.

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Adult Education, College Majors, Colleges, Community Colleges, \*External Degree Programs, \*Higher Education, Junior Colleges, Private Colleges, School Surveys, \*Special Degree Programs, State Colleges, State Universities, Surveys, \*Units of Study, Universities

Identifiers—Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

An exploratory survey yielded basic information about extended degree programs in the 13 WICHE states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, Wyoming, and Utah. Survey questionnaires were sent to the 441 colleges and universities (including two-year colleges) on the WICHE mailing list; responses were received from 376. Of them, 88 reported that they offer extended degree programs falling under the definition used for the survey, or 20 percent of the higher education institutions in the west. Results are reported by institution level and control, and specific survey responses and problems are analyzed. The questionnaire is included, and programs are listed by state, program category, and type of institution. (MSE)

ED 136 653 HE 008 701

**Innovations in Nursing Curricula. Proceedings of a Workshop for Nursing Faculty.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jan 76

Note—86p.; Proceedings of a workshop for nursing faculty (San Diego, January 12-13, 1976)

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Bachelors Degrees, Blacks, Clinical Diagnosis, Clinical Experience, Conference Reports, Degree Requirements, \*Educational Innovation, \*Faculty, Field Experience Programs, Graduate Study, Health Conditions, \*Health Occupations Education, \*Higher Education, Mexican Americans, Minority Groups, Nurses, \*Nursing, Professional Continuing Education, Student Evaluation

Identifiers—Brigham Young University, California State College Sonoma, University of Utah, \*Western Council on Higher Education for Nursing

Proceedings of a workshop conducted by the Western Council on Higher Education for Nursing include: patterns of assessment of experiential learning (John R. Valley); physical assessment of ethnic people of color (Julie Sykes); introduction and integration of health assessment in the associate degree phase at Brigham Young University College of Nursing (Lana B. Riddle); health assessment content in the baccalaureate program at the University of Utah (Margaret Adamson); health assessment in the baccalaureate program for registered nurses at California State College, Sonoma (Vivian Malmstrom); and the nurse practitioner: graduate level (Marie Scott Brown). (Author/MSE)

ED 136 654 HE 008 702

**Trends in Enrollment and Degrees Granted 1948-1976. Report No. 7-77.**

New York State Univ. System, Albany.

Pub Date Mar 77

Note—147p.

Available from—Central Staff Office of Institutional Research, State University of New York, Albany, New York

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*College Credits, \*College Graduates, Credit Courses, \*Degrees (Titles), \*Enrollment, Enrollment Trends, Graduate Study, Higher Education, Longitudinal Studies, Part Time Students, State Colleges, \*State Universities, Tables (Data), Undergraduate Study

Identifiers—Full Time Students, \*State University of New York

The report is divided into two sections: credit course enrollment (headcount) and degrees granted. The first provides data for the individual institutions and institutional types of the State University as well as system-wide data. The data in this section are for the fall term of each year and are arrayed by student load and level (graduate/undergraduate). Degrees granted data are provided for the entire system as well as for individual institutions and institutional types; degrees granted over the entire 12-month period are reported. All data are in tabular form. (Author/MSE)

ED 136 655 HE 008 703

**Utilization of Residence Hall Facilities, Fall 1976**

With Trends From Fall 1974. Report No. 9-76.

New York State Univ. System, Albany.

Pub Date Dec 76

Note—47p.

Available from—Central Staff Office of Institutional Research, State University of New York, Albany, New York

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agricultural Colleges, Ancillary Services, \*College Housing, College Students, \*Dormitories, \*Facility Utilization Research, Higher Education, \*Housing Deficiencies, \*Housing Patterns, Income, Resident Assistants, School Surveys, \*State Universities, Tables (Data), Technical Institutes

Identifiers—\*State University of New York

In the fall of 1976, total current use of residence hall facilities was reported to be 61,440, a decrease of less than one percent compared to fall 1975. Of this, 99.6 percent was for resident student use. The average number of students per resident assistant has remained constant for three years. Revenue producing uses of halls for purposes other than resident student occupancy were reduced from a bedcount of 1,351 in fall 1974 to 800 in fall 1975, and to 624 in fall 1976. The trend corresponds with the State University's guidelines, which give first priority to the housing needs of students. Percent utilization of net revenue producing adjusted capacity increased from 99.7 percent in fall 1974 to 102.0 percent in fall 1975, and was reported at 99.4 percent in fall 1976. At some institutions students were still crowded as their numbers exceeded facilities

(notably the agricultural and technical colleges at 113.4 percent). (Author/MSE)

**ED 136 656** HE 008 704

**Achieving the Mission of Church-Related Institutions of Liberal Learning.**  
Association of American Colleges, Washington, D.C.

Pub Date 77

Note—18p.; Summary of a workshop hosted by Rockhurst College (Kansas City, Missouri, November 29-30, 1976)

Available from—Association of American Colleges, 1818 R Street, Washington, D.C. 20009

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Christianity, \*Church Related Colleges, College Curriculum, College Faculty, Educational Experience, \*Educational Objectives, Higher Education, \*Institutional Role, \*Liberal Arts, \*Religious Education, Religious Organizations, Student Experience, Teacher Role

As one of a series of five dialogues initiated by the Association of American Colleges, this workshop was concerned with the special mission of church-related colleges and universities. Representatives of 27 colleges met for a discussion based on five questions: (1) Has Christian higher education been compromised by the exigencies of a secular world?; (2) How does the mission of the college make a difference in the lives of its students?; (3) In what ways do the liberal arts contribute to the institutional mission?; (4) What is the importance of faculty influence on individual students, on curriculum, on religious life and perspective, and how can faculty members be encouraged to share actively in the Christian mission of the college?; and (5) What are the relationships between the college and the sponsoring denomination, and what does each expect of the other? (MSE)

**ED 136 657** HE 008 705

**Kramer, Howard C. Gardner, Robert E.**

**Advising By Faculty.**

National Education Association, Washington, D.C.

Pub Date 77

Note—53p.

Available from—National Education Association, 1201 16th Street N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Faculty, College Students, Contracts, Counselor Role, \*Educational Counseling, \*Faculty Advisors, Guidance Objectives, \*Higher Education, \*Student Development, Student Teacher Relationship

The goal of the report is to identify, describe, and discuss some aspects of faculty advising that are little discussed between advisors and colleagues: source of confusion; roles; how to proceed with advising; keeping the relationship alive; special problems; informational advising; and models for advising. The concept and practice of an advising contract is discussed. It is felt that advising can contribute to the major conditions for successful personal development during the college years: facilitation of personal autonomy of the student; opportunity to engage in actions that are useful to other people and to oneself; opportunity to develop competence and produce work thereby; and learning to act in concert with other people. (Author/MSE)

**ED 136 658** HE 008 706

**Kaufman, Norman**

**Faculty Participation in Voluntary Consortia.**

Pub Date 20 Mar 77

Note—20p.; Paper presented at the annual meeting of the Association for the Study of Higher Education (Chicago, March 20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrator Attitudes, \*College Faculty, \*Consortia, \*Higher Education, Organizational Climate, Reinforcement, Released Time, Rewards, \*Teacher Attitudes, \*Teacher Motivation, \*Teacher Participation, Voluntary Agencies

This paper reports on a study of faculty participation in voluntary higher education consortia. The study determined the extent to which faculty participate in the activities and programs of voluntary consortia and analyzed the incentives and rewards offered to faculty to induce their participation. The levels of faculty participation

were found to be uniformly low in all but a few consortia. Faculty perceived a lack of positive incentives to be responsible for their low participation. Attitudes of administrators, lack of release time or compensation, and general organizational climate were cited most often by faculty as negative factors. Suggestions for improving faculty participation are included. (Author)

**ED 136 659** HE 008 707

**Mannix, Thomas M., Ed.**

**Collective Bargaining in Higher Education. Proceedings, Fourth Annual Conference. April 1976.**

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date Apr 76

Note—101p.; Papers presented at the annual conference of the National Center for the study of collective bargaining in higher education (4th, New York, New York, April 26-27, 1976)

Available from—National Center for the Study of Collective Bargaining in Higher Education, Baruch College, City University of New York, 17 Lexington Avenue, New York, N.Y. 10010 (\$7.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Collective Bargaining, \*College Administration, \*College Faculty, Community Colleges, Conference Reports, Educational Problems, Federal Legislation, Government Role, Grievance Procedures, \*Higher Education, Institutional Administration, Public Education, State Government, State Legislation, Teacher Attitudes, \*Unions

Contents include: welcome and keynote address (Clyde J. Wingfield); faculty unionism and the threat to American public higher education (Martin J. Morand); academics and collective bargaining (Seymour Martin Lipset); faculty grievance procedures in a non-union context (Sidney Herman); state and federal legislation (Edward P. Kelley, Jr.); in anticipation of the coming age of community college collective bargaining (Ray A. Howe); community colleges and the conundrum of collegiality (Harold E. King); students and academic collective bargaining (Kathleen Brouder); state government and higher education under faculty bargaining (Kenneth P. Mortimer); collective bargaining and the growing crisis in higher education: a faculty perspective (David W. Shantz); and the scope of bargaining and its impact on campus administration (J. Victor Baldrige). Memberships of the advisory committees to the Center are included. (MSE)

**ED 136 660** HE 008 708

**Asiri, Alexander W. And Others**

**The American Freshman: National Norms for Fall 1976.**

California Univ., Los Angeles. Lab. for Research on Higher Education.

Pub Date 77

Note—247p.; Not available in hard copy due to marginal legibility of original document.

Available from—Cooperative Institutional Research Program, Graduate School of Education, University of California, 405 Hilgard Avenue, Los Angeles, California 90024 (\$6.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Standards, Black Colleges, Church Related Colleges, \*College Freshmen, Colleges, College Students, Community Colleges, Educational Planning, Females, \*Group Norms, \*Higher Education, Longitudinal Studies, Males, \*National Norms, National Surveys, Private Colleges, \*Student Characteristics, Tables (Data), Universities

The freshman survey data reported here have been weighted to provide a normative picture of the college freshman population for persons engaged in policy analysis, manpower planning, administration, educational research, guidance and counseling, as well as for the general community of students and parents. The survey instrument was the Student Information Form. The data are reported separately for women and men, and for 38 different groupings of institutions. The major stratifying factors are predominant race of the institution (black or white), institution level, institutional control (including Protestant and Catholic), and the selectivity level of the institution (an estimate of the average academic ability

of the entering class). The data are based on responses from 215,890 freshmen entering 393 institutions. Part-time students and non-first-time freshmen are not included. This is the eleventh annual report of an ongoing longitudinal study. (MSE)

**ED 136 661** HE 008 709

**Sprandel, Hazel Z.**

**Washington University Alumni Follow-Up Study. Institutional Study Number 26.**

Pub Date Dec 76

Note—52p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Alumni, \*College Graduates, \*College Majors, \*Employment Patterns, \*Employment Trends, Graduate Surveys, Occupational Mobility, Professional Occupations, Tables (Data), \*Universities

Identifiers—\*Washington University MO

In January 1976, a letter and questionnaire were sent to undergraduate alumni of the classes of 1971 through 1975 to obtain information about post-graduation activities as they related to undergraduate majors. More than half the graduates who got jobs after graduating did so in areas related to their major and at a professional or semi-professional level. These graduates also continue to make satisfactory progress in that there is an increasing percentage in work areas related to their undergraduate majors. Data are provided for graduates' general discipline areas, for specific graduating classes, and for specific subject areas. (Author/MSE)

**ED 136 662** HE 008 710

**Higher Education Enrollments, Fall, 1976. An Informational Report to the Council for Postsecondary Education. Report No. 77-11.**

Washington State Council for Postsecondary Education, Olympia.

Pub Date 31 Dec 76

Note—60p.; Not available in hard copy due to marginal legibility of original document.

Available from—Council for Postsecondary Education, 908 E. Fifth, Olympia, Washington 98504

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Age, \*Community Colleges, Early Admission, Enrollment Projections, Enrollment Rate, \*Enrollment Trends, Females, \*Higher Education, Males, Part Time Students, \*State Colleges, \*State Universities, Statewide Planning, Student Characteristics, Tables (Data), Veterans

Identifiers—\*Washington

Tables, charts, and graphs outline the current enrollment status of four-year public institutions of higher education and the community college system. They also provide a perspective of trends over the past several years of selected enrollment elements such as entrances directly from high school, veteran enrollment, part-time enrollment, males versus female enrollment, and median age of graduate and undergraduate students. Data are provided for individual institutions in some cases. (Author/MSE)

**ED 136 663** HE 008 711

**Johnson, Jacquelin**

**Mobility of Undergraduate College Students Between Washington Colleges and Universities. Fall Term 1971 Through 1975. Report No. 77-15.**

Washington State Council for Postsecondary Education, Olympia.

Pub Date Feb 77

Note—66p.; Not available in hard copy due to marginal legibility of original document.

Available from—Council for Postsecondary Education, 908 E. Fifth, Olympia, Washington 98504

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Age, \*College Students, Community Colleges, \*Higher Education, Part Time Students, Private Colleges, State Colleges, State Surveys, State Universities, \*Student Mobility, Tables (Data), \*Transfers, \*Transfer Students

Identifiers—\*Washington

This report is the third in a series presenting information and analysis on transfer students among Washington's two- and four-year public and private colleges and universities. Transfer data are presented for each institution for fall terms 1971 through 1975. While some variations

in transfer patterns exist in each sector during the years reviewed, student mobility has remained quite stable during the last few years, with variations reflecting the increases in part-time students and student median age at most Washington institutions. (Author/MSE)

**ED 136 664** HE 008 712

Donny, William F.  
Postgraduation Activities: All Degree Levels in Pennsylvania 1975.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.  
Pub Date Sep 76

Note—85p.; Not available in hard copy due to marginal legibility of original document.

Available from—Bureau of Information Systems, Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Graduates, \*College Majors, Degrees (Titles), \*Employment Patterns, Employment Qualifications, Employment Statistics, \*Employment Trends, Graduate Surveys, Higher Education, Migration, \*Occupations, Private Colleges, \*Specialization, State Colleges, State Surveys, State Universities, Tables (Data)

Identifiers—\*Pennsylvania

This report reflects postgraduation activities of college students who graduated in Pennsylvania in 1975. While the report does not attempt to say what the relationship between higher education and postgraduation occupations should be, it does clarify what many of these relationships actually are by indicating the demand for and supply of graduates in various fields of study, various degree levels and by institutional control. Data are included on employment status by major discipline and general degree field, relatedness of employment to major field, and out-migration. (Author/MSE)

**ED 136 665** HE 008 713

Report on the Eleventh Annual Conference on the Higher Education General Information Survey (HEGIS), June 2-4, 1975.

BLK Group, Inc., Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES 76-139

Pub Date Jun 75

Contract—300-75-0214

Note—132p.

Available from—Higher Education Survey Branch, Division of Planning and Analysis, National Center for Education Statistics, Washington, D.C. 20202

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Conference Reports, Economic Factors, Educational Planning, Educational Quality, \*Higher Education, \*Information Needs, \*Information Systems, Information Utilization, \*National Surveys, Post Secondary Education, \*School Surveys

Identifiers—\*HEGIS, \*Higher Education General Information Survey

Included are issue statements, workshop reports, and recommendations. The conference was held for educators and educational data collectors to exchange ideas on improving postsecondary education surveys and to plan for making such surveys universally compatible. Among the issues discussed are the uses of information, government concerns in monitoring and planning for adult education, inflation indexes for higher education, and quality in higher education. (MSE)

**ED 136 666** HE 008 717

Statistical Abstract of Tennessee Higher Education 1975-1976.

Tennessee Higher Education Commission, Nashville.

Pub Date [77]

Note—104p.

Available from—Tennessee Higher Education Commission, 501 Union Bldg., Suite 300, Nashville, Tennessee 37219

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Age, \*College Faculty, College Majors, Community Colleges, Degrees (Titles), \*Educational Facilities, \*Educational Finance, Females, Foreign Students, Graduate Study, \*Higher Education, Males, Part Time Students, Private Colleges, Racial Composition, Resident Students, State Colleges, State Surveys, State

Universities, Statistical Data, Statistical Studies, \*Student Characteristics, Student Costs, Tables (Data), Undergraduate Students

Identifiers—\*Tennessee

Data are provided in tables and figures for: trends in higher education; enrollment by institutional level and control; student characteristics (male/female enrollment, full/part-time, graduate/undergraduate, foreign students, in/out-of-state, major division, age, race, and institution attended); student cost data; degrees conferred; faculty; institutional finances; facilities; and SREB comparisons. (MSE)

**ED 136 667** HE 008 718

An Analysis of Instructional Costs per Student Credit Hour, Fall Quarter, 1975 for Public Higher Education Institutions in Tennessee.

Tennessee Higher Education Commission, Nashville.

Pub Date Nov 76

Note—81p.

Available from—Tennessee Higher Education Commission, 501 Union Building, Suite 300, Nashville, Tennessee 37219

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Budgeting, Capital Outlay (for Fixed Assets), College Majors, \*Credits, \*Educational Finance, \*Expenditure Per Student, Graduate Study, \*Higher Education, Intellectual Disciplines, Operating Expenses, Program Costs, Salaries, State Colleges, State Universities, Undergraduate Study, \*Unit Costs

Identifiers—Formula Budgeting, \*Tennessee

This is the fourth biennial study of instructional costs for state institutions of higher education, and is the basis for the higher education commission's development of budget formulas. The basic unit of measurement is the student credit-hour; professional salaries, support salaries, operating expenses, and equipment charges are allocated to the credit-hour so as to yield costs per hour by academic program, course level, and institution. Statewide average costs are computed by student credit-hour, program, and level (freshman/sophomore, junior/senior, master's, and doctoral). (Author/MSE)

**ED 136 668** HE 008 719

Halstead, Kent D.

Higher Education Prices and Price Indexes. 1976 Supplement.

Office of Education (DHEW), Washington, D.C.

Pub Date 77

Note—52p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Publication No. (OE) 77-17005)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Administrative Personnel, Books, Capital Outlay (for Fixed Assets), College Faculty, Construction Costs, Contracts, \*Cost Indexes, \*Costs, \*Educational Economics, \*Educational Finance, Equipment, Fringe Benefits, \*Higher Education, Institutional Research, Nonprofessional Personnel, Professional Personnel, Publications, Salaries, Serials, Student Costs

The 1976 supplement presents higher education price index data for fiscal years 1971 through 1976. The basic study, "Higher Education Prices and Price Indexes" (ED 123 996) presents complete descriptions of the indexes together with index values and price data for fiscal years 1961 through 1974. Indexes are presented for research and development, professional salaries, faculty salaries and fringe benefits, administrator salaries, nonprofessional salaries, contracted services, hardcover books and periodicals, building construction and equipment, and average resident undergraduate student charges. Some data are presented according to institutional type and control. (MSE)

**ED 136 669** HE 008 720

Londono, Alfonso Ocampo

Higher Education in Latin America. Occasional Paper Number 7.

International Council for Educational Development, New York, N.Y.

Pub Date Jun 73

Note—53p.; Paper presented at a seminar on current problems of universities in Latin America (New York, March 30-31, 1973)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Faculty, Economic Factors, Educational Change, \*Educational Trends, En-

rollment Trends, Finance Reform, \*Foreign Countries, Government Role, \*Higher Education, Interinstitutional Cooperation, \*Latin American Culture, Power Structure, Statistical Data, Tables (Data), \*Universities, University Administration

Identifiers—Faculty Development, \*Latin America

The Latin American countries have an immense overall task in providing formal education for more than half the population and in coping with the accumulated deficits of the adult population who did not have access to formal education or who left it prematurely. Latin America's economic capacity to correct this situation is limited. Higher education enrollment is expected to increase more than elementary enrollment in the near future, and there is a perceptible trend toward increasing the number of dedicated full-time professors. Since 1918, educational reform in these countries has meant the struggle for power, and not necessarily for academic improvement. The relationship between the governments and the public universities has not been an easy one, and there is a marked trend toward laws to regulate higher education. There is also a trend toward interinstitutional cooperation, and institutional administration is being reshaped, especially in its financial aspects. Data tables are included. (Author/MSE)

**ED 136 670** HE 008 721

Grimes, George P., Jr.

A University Approach to Coordinated Needs Assessment and Program Development for Related Curriculum in the Uptown Community of Chicago: Planning Educational Policy.

Pub Date Dec 75

Note—136p.; A major applied research project proposal presented in partial fulfillment of the requirement for the degree of Doctor of Education at Nova University. Appendices E and F not reproduced due to marginal legibility of original document.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Community Characteristics, \*Community Development, \*Community Education, Community Problems, Community Study, Community Surveys, Cross Sectional Studies, Curriculum Design, \*Educational Programs, Field Interviews, \*Higher Education, Models, Questionnaires

Identifiers—\*Illinois (Chicago)

The study was designed to collect and analyze data for a needs assessment of the Uptown Community of Chicago. Baseline data about the people residing and/or living in Uptown, their needs, fears, hopes, and expectations, and information regarding the causes and remedies of Uptown problems are given. Participants included persons from virtually every ethnic group, those active in more than 40 agencies and/or organizations in the community, and a cross-section of age groupings from various vocations and professions. The data were analyzed to identify the needs and the educational programs most appropriate for fulfilling them. Three processes were used to collect data: the Nominal Group Process Technique, a survey questionnaire, and personal interviews. Recommendations include a model for a life-centered educational curriculum plan. (Author/MSE)

**ED 136 671** HE 008 722

Burns, Barbara B.

The Emerging System of Higher Education in Italy: Report of a Seminar. Conference Report Number 1.

International Council for Educational Development, New York, N.Y.

Pub Date May 73

Note—73p.; Report on a seminar sponsored by ICED (Rome, July 1972)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Educational Change, \*Educational Development, Educational Innovation, Educational Planning, Educational Policy, Educational Problems, \*Foreign Countries, \*Higher Education, \*National Programs, Open Enrollment, \*Universities

Identifiers—Access (Education), Elitism, \*Italy

The report explores the inner life of the Italian university system and describes the results of increased student access to a university that remains essentially elitist. It highlights the tensions and constraints that have placed Italian higher education in a state of suspended animation between mass entry and elitist structures. It



is predicted that despite the problems confronting their universities, the Italian penchant for incremental change will probably be exercised. Articles on contradictions inherent in Italian educational policy (Guido Martinotti), possibilities for reform and innovation (Paola Coppola Pignatelli), and current educational planning (Giampaolo Bonani) are included. (Editor/MSE)

ED 136 672 HE 008 723

Conrath, Richard Cranmer

**In Loco Parentis: Recent Developments in this Legal Doctrine as Applied to the University-Student Relationship in the United States of America, 1965-75.**

Pub Date Jun 76

Note—203p.; Dissertation submitted to the Kent State University Graduate School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*College Students, \*Court Litigation, Discipline Policy, Dissent, Doctoral Theses, \*Higher Education, Investigations, Legal Problems, \*Legal Responsibility, School Responsibility, \*Student College Relationship, Student Responsibility, \*Student Welfare

Identifiers—\*In Loco Parentis

Is the doctrine of "in loco parentis" a viable legal theory today for describing the relationship between the university and the student in the United States? The student dissent of the 1960's forced both the universities and the courts to reconsider the basic legal nature of the university-student relationship, but there is still considerable controversy about the exact nature of the relationship. Does the doctrine imply that a university has not only the duty to discipline but also the responsibility to serve as advocate and protector? If so, what precisely are those rights and responsibilities? This study analyzes and interprets court decisions concerning this legal relationship. (Author/MSE)

ED 136 673 HE 008 724

Healy, Rose M. Peterson, Vance T.

**Trustees and College Failure: A Study of the Role of the Board in Four Small College Terminations.**

Spons Agency—Association of Governing Boards of Universities and Colleges, Washington, D.C. Pub Date Oct 76

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, Conflict Resolution, \*Failure Factors, \*Financial Problems, Financial Support, \*Governing Boards, \*Higher Education, Individual Characteristics, Policy Formation, \*Private Colleges, Questionnaires, Role Perception, \*Trustees

Identifiers—\*Retrenchment

A study investigates the governance roles of trustees in four private colleges that were victims of fiscal pressures common to independent colleges and that did not survive. The primary concern is with the board's role prior to failure, the responsibility they bore for what happened, and the opportunities for service they may have overlooked. Eight surviving private colleges were also surveyed, and statistical comparisons were made. Characteristics of the defunct institutions' board members were found to include: role uncertainty; confrontation avoidance; personal characteristics almost identical to those of trustees whose institutions survived; fund-raising patterns identical to the other trustees; policy priorities similar to those of other trustees; a lower degree of involvement in both development and implementation of college policies in eight of fourteen policy areas. (Author/MSE)

ED 136 674 HE 008 726

Houwing, J. F. Kristjanson, A. M.

**Composition of Governing Bodies of Canadian Universities and Colleges, 1975.**

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 75

Note—54p.; Text and table designations in English and French.

Available from—Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Canada K1P 5N1 (\$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Personnel, Alumni, Church Role, College Faculty, \*College Governing Councils, \*Colleges, College Stu-

dents, Females, \*Foreign Countries, Geographic Location, \*Governing Boards, Group Membership, Higher Education, Laymen, Statistical Analysis, Tables (Data), \*Trustees, \*Universities

Identifiers—\*Canada

The composition of the governing bodies as of March 1, 1975 is reported. These bodies are composed of members nominated by nine groups: ex-officio, government, institutional board, institutional senate, faculty, students, alumni, church, and others. They have a variety of affiliations with the academic community. Boards, senates, and women in both of these groups are discussed in the text, and tables contain data on board size, nominating bodies as sources of board and senate members, academic affiliation (administrators, students, faculty, alumni, lay), senate size, and representation of women in those bodies. Institutional enrollment and region are variables also considered. (MSE)

ED 136 675 HE 008 727

Potter, Laurie S. Potter, George T.

**Designing and Operating a Barrier Free Campus.**

Pub Date 76

Note—25p.; Paper presented to the annual conference of the Society for College and University Planning (July 21-24, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Problems, Ancillary Services, \*Building Design, \*Campus Planning, \*College Housing, College Role, \*College Students, Costs, Counseling, Credits, Design Needs, \*Facility Requirements, \*Handicapped Students, Higher Education, Housing Needs, Student Needs, Student Problems, Testing

Identifiers—Ramapo College

An account of the Ramapo College (New Jersey) experience in the design and development of a barrier-free campus includes discussion of the academic and service problems that arise in meeting the needs of handicapped students in college. Special attention is given to: campus bathrooms, campus housing (ramps, locks, bathrooms, roommate selection, emergency situations, snow and ice, food services, social events and off-campus socializing, nonresidents, elevators, and fire precautions), academic and support services (intake of handicapped students, testing, course loads, sensitivity to special emotional needs, and nonexploitation), counseling, job placement and graduate schools, and costs. (MSE)

ED 136 676 HE 008 728

Binkley, Max A.

**Cost of Federal Research Performed by the Universities: A Call for Equity. NACUBO Professional File Volume 9, Number 4.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Apr 77

Note—11p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Costs, Federal Government, \*Federal Programs, Finance Reform, \*Financial Problems, Financial Support, Fiscal Capacity, \*Government Role, Higher Education, \*Research, Research Needs, Research Projects, \*Universities

Identifiers—\*Government School Relationship

Encouraged by the Federal government, institutions of higher education have entered into agreements with the government to perform basic research in the national interest that also conforms to institutional objectives. For a number of leading institutions, the research mission has become a major function alongside instruction and has provided a valuable adjunct to graduate education. A large part of the expansion required for federal research has been supported by reimbursements from the government. However, the government has not reimbursed universities for the full cost of federal programs and the institutions have had to use funds from instruction and other programs to cover the shortfall. Major research universities are unable to solve the problem by curtailing government research without severe restructuring of the institutions and changing their role in the affairs of the nation. Therefore, they seek equitable treatment by the government. In spite of this need, there are

now new pressures in the government that would have the institutions bear an even larger share of the cost of federal programs. (Author)

ED 136 677 HE 008 732

Elliott, T. Michael And Others

**Endangered Service. Independent Colleges, Public Policy and the First Amendment.**

National Commission on United Methodist Higher Education, Nashville, Tenn.

Pub Date 76

Note—140p.; Part of this document may be marginally legible due to small print

Available from—Office of Information and Publications, Board of Higher Education and Ministry, P.O. Box 871, Nashville, Tennessee 37203

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—College Choice, Educational Economics, Educational Opportunities, Equal Education, Finance Reform, \*Financial Support, \*Government Role, Higher Education, \*Private Colleges, Private Financial Support, Public Policy, \*Statewide Planning, \*Student Financial Aid, Taxes, Tax Support

Identifiers—\*Access (Education), \*Autonomy

Independent colleges provide diversity, foster cultural pluralism, minimize state expenditures, and serve a broad cross-section of students—including low income and minority students. The National Commission on United Methodist Higher Education identifies three basic public policy principles: recognition of the essential public service function of independent institutions and the need to preserve those services for society; maintenance of diversity in higher education by assuring the autonomy and viability of individual institutions; and alteration of public policies that inhibit students' access to institutions of their choice. The National Commission makes recommendations regarding: financial aid programs that recognize the tuition gap and facilitate student choice; restructuring of Social Security and veterans' benefit programs; continuation of tax incentives for voluntary support of educational institutions; maintenance of the tax-exempt status of educational property; state coordination of higher education; revision of government regulations that excessively burden higher education institutions; and elimination of regulations that adversely affect institutional autonomy. United States Supreme Court decisions show that the federal and most state governments can develop programs to aid church-related and other independent institutions without violating the First Amendment. (Author)

ED 136 678 HE 008 733

Elliott, T. Michael And Others

**A College-Related Church. United Methodist Perspectives.**

National Commission on United Methodist Higher Education, Nashville, Tenn.

Pub Date 76

Note—63p.

Available from—Office of Information and Publications, Board of Higher Education and Ministry, P.O. Box 871, Nashville, Tennessee 37203

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Academic Freedom, \*Church Related Colleges, Cultural Pluralism, Educational Opportunities, Educational Quality, Higher Education, Individual Development, \*Liberal Arts, \*Private Colleges, \*Religious Education, Values

Identifiers—\*United Methodist Church

Part One is an official statement on the mission of the United Methodist Church in its institutions of higher education, and asserts several reasons for the church's direct involvement in colleges and universities. That statement is supported by the four concept papers in Part Two. From a theological perspective, because the world is knowable and is the expression of God's Being and Will, the Christian should seek to understand the world. The Wesleyan tradition and heritage in education is one of concern for the education of all persons, regardless of ethnic, economic, or social background. The United Methodist Church places high value on the individual's spiritual, intellectual, esthetic, emotional, and physical resources. Liberal arts education is supported as the best means of developing these capacities. Church-related institutions should emphasize value-centered inquiry. Institutions independent of the state, including colleges and universities, help to maintain personal and political freedom. Independent colleges can more readily serve the

needs of particular ethnic, regional, or religious groups, therefore helping to maintain cultural pluralism diversity in educational opportunities, encourage educational excellence, and provide a bulwark against potential state infringement of academic freedom. (Author)

**ED 136 679** HE 008 734

*Elliott, T. Michael And Others*

**Toward 2000: Perspectives on the Environment for United Methodist and Independent Higher Education.**

National Commission on United Methodist Higher Education, Nashville, Tenn.

Pub Date 76

Note—63p.

Available from—Office of Information and Publications, Board of Higher Education and Ministry, P.O. Box 871, Nashville, Tennessee 37203

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Church Related Colleges, Church Role, Costs, \*Enrollment, \*Enrollment Influences, \*Enrollment Projections, Financial Support, Futures (of Society), Government Role, Higher Education, \*Private Colleges  
Identifiers—\*United Methodist Church

Demographic data show that the size of the traditional college-age population will decline in the 1980's and may continue downward in the 1990's. College enrollment projections vary greatly. Enrollments will be influenced by demographic factors, the social priority of higher education, parental expectations and resources, economic trends, technological influences, trends in credentialing for specific occupations, desire for life-long learning, attendance by part-time and older students, value shifts among young people, and interest in acquiring skills for service. Many institutions will face steady or declining enrollments. Enrollment problems may be particularly severe at independent institutions. Institutional autonomy, mission, costs, and administrative burdens will be affected by federal and state policies and regulations. Legal questions regarding personnel decisions and practices, collective bargaining, and the constitutional right of aid to church-related institutions will influence higher education. Inflation rates for higher education costs are higher than for the economy as a whole and adversely affect institutions. Institutions must assess their own specific environments and take positive action to deal with the problems and to take advantage of the opportunities. The United Methodist Church is an important aspect of the environment of colleges and universities related to it. The church's financial and moral support for its institutions shows its continuing concern for them. Patterns of support vary greatly with geographic area and type of institution. (Author)

**ED 136 680** HE 008 735

*Elliott, T. Michael And Others*

**To Give the Key of Knowledge: United Methodists and Education, 1784-1976.**

National Commission on United Methodist Higher Education, Nashville, Tenn.

Pub Date 76

Note—170p.

Available from—Office of Information and Publications, Board of Higher Education and Ministry, P.O. Box 871, Nashville, Tenn. 37203

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Church Related Colleges, Church Responsibility, \*Church Role, Educational Opportunities, \*Higher Education, \*Private Colleges, \*United States History

Identifiers—\*United Methodist Church

The United Methodist Church has a long tradition in American higher education. Since 1784, 839 distinct institutions have been affiliated with the United Methodist Church. Important to the United Methodist tradition are: education for all, regardless of social standing, ethnic identity, or gender; education that appropriately relates faith and reason; education that helps individuals make full use of their capabilities; education aimed at high standards of achievement. Several conclusions are drawn from the history of United Methodist action in higher education. First, the sheer magnitude of that involvement is extraordinary. Secondly, the development of United Methodist educational institutions paralleled the development of the country, moving west with the frontier and emphasized the provision of educational opportunity for all. Thirdly, the system was dynamic, always responding to the changing society it served. Closings, disaffiliations, and

mergers with other institutions were natural events in the evolution of a stronger, more viable system of institutions. Continued evolution of the system is both natural and desirable. Chronological histories of all educational institutions identified as at some time affiliated with the United Methodist Church and its forbear churches in America are provided. (Author)

**ED 136 681** HE 008 736

**Academic Master Plan, Valley City State College.**

Valley City State Coll., N. Dak.

Pub Date 75

Note—216p.

Available from—Valley City State College, Valley City, North Dakota 58072

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Curriculum, Curriculum Planning, \*Educational Objectives, \*Educational Planning, Educational Programs, Instructional Programs, \*Master Plans, Program Evaluation, \*State Colleges

Identifiers—\*Academic Master Plans, \*Valley City State College ND

The report of a study undertaken for long-range planning and evaluation is in two parts. Part One reviews the institution's academic goals (including an historical overview, statement of educational purpose, and a listing of instructional programs, requirements, and curriculum offerings). Part Two contains five-year projections for curriculum growth in the major academic divisions and services. Some basic student and faculty data are included. (MSE)

**ED 136 682** HE 008 738

*Moran, Gerald P.*

**Private Colleges: The Federal Tax System and Its Impact.**

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date 77

Note—97p.

Available from—The Center for the Study of Higher Education, The University of Toledo, Toledo, Ohio (\$4.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Administration, Court Litigation, \*Educational Finance, Federal Government, \*Federal Legislation, Financial Support, Government Role, Higher Education, Income, \*Legal Problems, Legal Responsibility, \*Private Colleges, \*Private Financial Support, \*Taxes

Identifiers—Common Law, Government School Relationship, \*Tax Exempt Status

Through its role in administering the laws pertaining to tax-exempt status, the Internal Revenue Service (IRS) is involved in regulating the activities of those organizations that claim such a special position. The interplay between the federal tax system and private colleges will intensify as the demands increase for additional financial support from traditional sources and new sources of revenue are sought. Of tantamount importance is that college administrators be aware of how the current federal tax system applies to specific operations of private colleges. The historical common law roots of the relationship between education and the state are examined, and legal issues, definitions, and court rulings are discussed. The charitable deduction and the responsibility of the private college are discussed in detail. (Author/MSE)

**ED 136 683** HE 008 739

**Faculty Characteristics. Public Colleges and Universities in West Virginia, Fall Term 1976.**

West Virginia Board of Regents, Charleston.

Pub Date Jan 77

Note—153p.

Available from—West Virginia Board of Regents, 950 Kanawha Blvd. East, Charleston, West Virginia 25301

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Academic Rank (Professional), Age, \*College Faculty, Degrees (Titles), Females, \*Higher Education, Males, \*Personnel Data, \*State Colleges, State Surveys, \*State Universities, Tables (Data), Teacher Salaries, Teaching Experience, Tenure

Identifiers—\*West Virginia

Data on faculty members in the state's 17 public institutions are contained in the report. Tables include information (for institutions collective and individually) on academic rank,

highest earned academic degree, years of experience at present institution and in higher education in general, age, sex, average annual salary, and tenure. Faculty of the College of Law and the Health Sciences Center of West Virginia University, and faculty contributing their services and faculty members compensated from funds not controlled or disbursed by their respective institutions are not included. (Author/MSE)

**ED 136 684** HE 008 740

*Smart, John C. And Others*

**Reward Structures of Academic Disciplines.**

Pub Date 7 Apr 77

Note—28p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 7, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Faculty, Faculty Workload, \*Higher Education, \*Intellectual Disciplines, Noninstructional Responsibility, Professional Recognition, Questionnaires, Research, \*Rewards, School Surveys, Statistical Analysis, Teacher Salaries, \*Universities  
Identifiers—Biglan Model, Faculty Activity Analysis

A study examined the specific differences in the salary reward systems of eight clusters of academic disciplines included in Biglan's three-dimensional model of the academic profession. The sample consisted of 1,320 faculty at a large research university who responded to the Faculty Activity Analysis questionnaire requesting information on the amount of time they devoted each week to eleven categories of professional responsibility. These measures were used to predict faculty salaries in the eight discipline clusters by stepwise, multiple regression procedures. The results demonstrated wide variation in the reward systems of these discipline clusters. (Author/MSE)

**ED 136 685** HE 008 741

*Westerheide, W. J. Krueger, Reynold J.*

**The Competency-Based Degree Program at Oklahoma City University: The Program and the People It Serves.**

Pub Date Apr 77

Note—54p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Adult Education, Age, Comparative Analysis, Degree Requirements, \*Degrees (Titles), Females, \*Higher Education, Individualized Programs, Males, \*Performance Based Education, \*Performance Contracts, Racial Composition, \*Special Degree Programs, Student Characteristics, Student Employment, Universities

Identifiers—\*Oklahoma City University, Prior Knowledge

The Competency-Based Degree Program (CBDP) at Oklahoma City University is an effort by a traditional university to serve a new and expanded group of students while maintaining a high level of quality in the services it provides. The CBDP is unique in that it is truly a nontraditional program operating within a traditional university with well established traditional programs. The nontraditional elements in the program are that each student (1) designs his or her own degree contract; (2) can receive credit for nontraditional prior learning; and (3) is not required to complete any prespecified coursework or attain any prespecified competencies. This study explores and describes the CBDP, and provides comparisons between nontraditional and traditional students and the variables of age, race, sex, marital status, and number of hours worked off campus. Additional data is given on CBDP students' reasons for enrolling, goals, what they might be doing if there were no CBDP. (Author/MSE)

**ED 136 686** HE 008 742

**Committee on General Education Report.**

Cornell Univ., Ithaca, N.Y. Coll. of Arts and Sciences.

Pub Date Jan 77

Note—62p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Students, \*Curriculum Development, \*Educational Benefits, Educational Development, \*General Education, \*Higher Education, Individual Development, Language Ability, Personal Growth, Student Needs, \*Universities, Writing Skills

## Identifiers—\*Cornell University

The ideal of general education in American universities has always been elusive. At the moment, a combination of forces would seem to be pushing both students and universities toward a still more narrowly conceived and utilitarian curriculum. This situation may be temporary, and concern about its effects on higher education is no doubt exaggerated in the press and then echoed in conversations on campus; but the sense of constraint felt by students is nonetheless real. The university assumes that college is a place where students discover what they can do well, and where they are encouraged to define their talents and to develop them in a concentrated way; it also assumes that college is where students are led to a certain self-consciousness about that discovery, and come to raise questions about the relation their particular talents bear to other forms of knowledge and action. Finally, the university would like to see more courses that address themselves, both practically and reflectively, to student fluency and writing. The committee's recommendations for general education in the university are summarized and argued for at length in this report. (Author/MSE)

ED 136 687 HE 008 743

Witmer, David R.

The Outcomes of Higher Education.

Pub Date 20 Jun 73

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*College Students, \*Educational Benefits, \*Higher Education, \*Literature Reviews, \*Research, \*Research Methodology, Scientific Methodology

Identifiers—\*Educational Outcomes

Unlike other organized social institutions, colleges and universities have paid little attention and seem to be little concerned with the long-term outcomes of their efforts, activities, and programs. No identifiable group of researchers has sustained an interest in the long-term student-based outcomes of institutional higher education. The field knows no unitary, well developed, validated methodology. Because it is the subject of limited and disconnected studies, it has no meaningful history. This review of the literature starts with studies under way at the turn of the century, examines in general chronological order the major studies and topics that, in turn, captured the attention of successive generations of researchers, administrators, and librarians, and concludes with a brief description of methodological problems. (Author/MSE)

ED 136 688 HE 008 744

Proceedings of the Seminar on Student Based Outcomes of Higher Education.

Pub Date 8 May 74

Note—20p.; Transcript of a seminar at the Annual Forum of the Association of Institutional Research (Washington, D.C., May 8, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Administration, College Planning, Discussion Programs, \*Educational Benefits, \*Educational Objectives, Educational Planning, \*Higher Education, Individual Needs, \*Research Methodology, Research Problems, \*Scientific Methodology, Seminars, Student Needs

Identifiers—\*Educational Outcomes

The edited transcript of a seminar presentation includes audience questions and statements by panel members David R. Witmer, Rodney T. Hartnett, and Robert G. Cope on the topic of the measurement and use of student-based outcomes in higher education. Among the topics discussed are the history of outcomes research, its problems, definitional differences, uniformity in methodology, specific institutional needs, and the student's individual goals. (MSE)

ED 136 689 HE 008 745

Witmer, David R.

Rates of Return on Investments in Education 1890-1964.

Pub Date 76

Note—11p.; Paper presented at the annual meeting of the Wisconsin Educational Research Association (Milwaukee, December 4, 1971) and revised for 1976. Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Economic Factors, \*Educational Benefits, Educational Economics, \*Higher Edu-

cation, Human Capital, \*Investment, \*Rewards, \*Statistical Analysis, Statistical Data

Although there has been a widely held impression that net benefits decline as more people seek and attain higher levels of education, investigations indicate that the rates of return have held roughly constant over a long period in the face of the universalization of secondary education and growing participation in tertiary education. The paper further explains the technique (formula) and data on which that conclusion is based. (Author/MSE)

ED 136 690 HE 008 746

Lott, Bernice Rebello, Llane

URI Alumni: The Relationship Between Occupations and Undergraduate Curricula.

Pub Date 1 Jun 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alumni, \*Bachelors Degrees, \*College Graduates, \*College Majors, Graduate Study, Graduate Surveys, \*Higher Education, Job Satisfaction, \*Occupational Choice, \*Occupations, Professional Education, Questionnaires, Statistical Analysis, Tables (Data)

Identifiers—\*University of Rhode Island

A survey of alumni of the University of Rhode Island, in the graduating classes of 1955, 1960, and 1970, had a 25 percent response rate. Data were collected on the current work status of the alumni, number of different jobs held and different kinds of work done since graduation, training after the bachelor's degree, relationship of undergraduate major to current occupation, and satisfaction with present job. These data are arranged in tables, and the statistical analyses are described. The survey questionnaire is included. (MSE)

ED 136 691 HE 008 747

Witmer, David R.

Is the Productivity of Colleges Declining?

Pub Date 13 Sep 76

Note—17p.; Paper presented at the Third General Conference on Institutional Management in Higher Education, of the Organization for Economic Cooperation and Development (Paris, September 13, 1976).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Costs, Economic Factors, \*Educational Benefits, \*Educational Economics, Females, \*Futures (of Society), \*Higher Education, Investment, Males, \*Prediction, \*Productivity, Rewards, Social Factors, Statistical Analysis, Statistical Data, Tables (Data)

The rate of return on the student's investment in college is the measure of productivity which relates the costs of resources expended in instruction to the values of benefits produced by instruction. Costs, which are concentrated in a brief span of years in early adulthood, and the stream of benefits, which is spread over most of the remainder of a lifetime, are combined in the computation of the internal rate of return. Rate of return computations address one of two issues. The first issue is the economic payoff realized by persons making individual investments in college education. It is concluded that productivity of American college education has not declined appreciably since 1969, and is not now declining; however, it is anticipated that it will decline in the near future and then recover and increase by the year 2000. (Author/MSE)

ED 136 692 HE 008 748

Harmon, John P. Morrison, James L.

The "Value-Added" Effects of Two- and Four-Year Lower Division Curriculum Programs.

Pub Date Apr 77

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, \*College Students, Community Colleges, \*Educational Quality, \*Grade Point Average, Institutional Research, Junior Colleges, \*Junior College Students, Research Projects, State Universities, Statistical Analysis, Statistical Studies, \*Transfer Students

Identifiers—\*University of North Carolina Chapel Hill

Cumulative grade-point averages (GPAs) of all two- and four-year public and private college transfers who graduated from the University of North Carolina at Chapel Hill during the

academic year 1974-75 were compared with those of native students after controlling for academic aptitude through a multivariate analysis of covariance procedure. No significant differences in GPAs exist between native and two-year transfer students; but four-year transfer students had significantly higher GPAs than native students. It is concluded that there is merit in the argument that lower division programs in four-year colleges add appreciably more "value" than comparable programs in other institutions. (Author/MSE)

ED 136 693 HE 008 749

1971-1972 Cost Data and Descriptive Information. University of Wisconsin - La Crosse.

Wisconsin Univ., La Crosse.

Pub Date Feb 74

Note—21p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Faculty, \*College Students, \*Costs, Credits, \*Educational Economics, \*Educational Finance, Expenditure Per Student, Fees, \*Higher Education, Intellectual Disciplines, Investment, Operating Expenses, Salaries, \*State Universities, Student Costs, Tuition

Identifiers—\*University of Wisconsin La Crosse

Data are presented for the University of Wisconsin campus at La Crosse for student clientele; full-time student fees and service costs; faculty composition and average salary; private and public costs of university operation; distribution of total annual costs per student of investment in college education; and instructional discipline costs per semester credit. (MSE)

ED 136 694 HE 008 750

Witmer, David R.

Why Analyze Costs? How Analyze Costs?

Pub Date 17 May 73

Note—8p.; Paper presented at the Annual Forum of the Association of Institutional Research (Vancouver, B.C., May 1973). Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cost Effectiveness, \*Costs, Decision Making, \*Educational Economics, \*Educational Finance, \*Finance Reform, \*Higher Education, Investment, Methods, Policy

Institutional costs need to be analyzed for several reasons: (1) to increase the income of the institution; (2) to improve decision-making at the margin; and (3) to maximize efficiency. The means of costs analysis involve a simple issue: which costs to include. This decision depends on the purpose of the analysis. The actual effects of the usual variations in costs analysis methodologies on results is slight; the acceptability of results, however, is greatly enhanced by the use of standard methods. A student of investment theory would conclude that higher education investment policies (that is, the regularly recurring decisions that result in costs) have not been rational; he would probably suggest that higher education covary costs with benefits in accordance with the results of cost studies. Doing so brings higher education face to face with the pricing issue, and the differences and similarities between this and other industries. Some careful reflection on tomorrow's policy issues may help in developing better methodologies today. (Author/MSE)

ED 136 695 HE 008 751

Rovnanek, Agnes

Program in Health and Medical Sciences, University of California, Berkeley.

California Univ., Berkeley.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date 20 Oct 75

Contract—NO1-PE-34070

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Genetics, \*Health Occupations Education, \*Higher Education, Masters Degrees, \*Medical Education, Mental Health, Professional Education, \*Program Content, \*Program Development, State Universities, Undergraduate Study

Identifiers—\*University of California Berkeley



In 1972, the development of a health sciences education program, oriented to health rather than medicine alone, was initiated at UCB. Summarized in this report are the major activities of the first three years in the areas of: a M.S. degree in health and medical sciences; a "medical option" program designed to prepare students for advanced standing in medical schools; a mental health education program; a program in genetic advising; a dual degree combining the M.S. in health and medical sciences with another, not traditionally related field; undergraduate programs; and program governance. An organizational chart is included. (MSE)

**ED 136 696** HE 008 752

Ryan, John W., Ed.

Proceedings of the Annual Meeting, Council of Graduate Schools in the United States (16th, Denver, Colorado, December 8-10, 1976).

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date Dec 76

Note—207p.

Available from—Council of Graduate Schools in the United States, One Dupont Circle, Suite 740, Washington, D.C. 20036

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Accreditation (Institutions), Conference Reports, Educational Innovation, \*Educational Quality, Enrollment, Females, Foreign Students, \*Graduate Students, \*Graduate Study, Graduate Surveys, \*Information Retrieval, Interstate Programs, Manpower Utilization, Medical Education, Minority Groups, Organizations (Groups), Science Education, \*Standardized Tests, Surveys

Identifiers—Graduate Record Examination

Proceedings include presentations during sessions on: issues in interstate programs in graduate education; graduate manpower; increasing opportunities in graduate education for minorities and women; information retrieval; the Graduate Record Examination; creativity in graduate education; assessing graduate program quality; accreditation; biomedical sciences; the concept of campus; and international students. Also included are proceedings of the luncheon meeting and presentations, the business meeting, the report of the council on the GRE Board 1976-77 survey of graduate enrollment, the council's constitution, and a list of member institutions. (MSE)

**ED 136 697** HE 008 753

Chase, Clinton I. And Others

Persistence and Conditions Related to It: A Persistent Question. Indiana Studies in Prediction Number 32.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date Nov 76

Note—30p.

Available from—Bureau of Educational Studies and Testing, Indiana University, Bloomington, Indiana 47401

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Academic Ability, \*Academic Achievement, \*Academic Failure, Alumni, College Majors, \*College Students, \*Dropout Characteristics, Dropout Identification, \*Dropout Research, \*Dropouts, Females, Grade Point Average, Grade Prediction, Higher Education, Longitudinal Studies, Males, Nonresident Students, Prediction, Predictor Variables, Resident Students, School Holding Power, \*Universities, Urban Population

Identifiers—\*Indiana University

A study followed freshman students entering Indiana University in 1971, 1973, and 1974 to establish the rate and variables related to dropping out of the university. Students were labeled academic drops if they were achieving below a 2.0 grade point average (GPA) at the time of withdrawal, and nonacademic drops if not below 2.0. Students entering in fall were much more persistent than spring entrants. Males were slightly more persistent than females. The largest number of dropouts was in the nonacademic category, and this group increased in percentage each year. Females, out-of-state students, non-urban residents, and student with non-alumni parents were most likely to be among the dropouts. Persisters and nonacademic dropouts were at similar levels on academic talent indicators (SAT and high school rank), but academic dropouts tended to be lower on these indicators than did persisters or nonacademic dropouts. Stu-

dents in the physical sciences were more likely to drop out than students in other majors; humanities students were a close second in dropout rate. Academic dropouts appeared to be working below their potential, in that their GPAs were somewhat below GPAs predicted from SAT and high school ranks. Persisters and nonacademic dropouts achieved very near their predicted level. A question arises from these findings: Why do so many students who are not in academic trouble leave the university? (Author/MSE)

**ED 136 698** HE 008 754

Clampa, Bartholomew J.

Comparative Faculty Provinciality: An Assessment Model.

Pub Date [77]

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Administration, \*College Faculty, College Planning, Comparative Analysis, \*Degrees (Titles), \*Faculty Mobility, Faculty Recruitment, \*Geographic Distribution, Models, \*Occupational Mobility, Research, \*Teacher Characteristics, Teacher Education

Identifiers—\*Faculty Provinciality

Faculty provinciality (defined as the extent to which an institution's faculty members are graduates of that or nearby institutions) is an area of higher education research that remains relatively unexplored but is becoming increasingly significant as institutions of higher learning strive for maintenance of academic standards through personnel actions. Comparative institutional provinciality studies should be considered when faculty recruitment, faculty effectiveness, and curricular changes are considered on a departmental, divisional, or institution-wide basis. This assessment model identifies the implications of geographic provinciality on the training of college-level faculty and the resultant staffing patterns at employing institutions. (Author/MSE)

**ED 136 699** HE 008 755

Taylor, Emily Shavlik, Donna

Selecting Professionals in Higher Education: A Title IX Perspective.

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date [76]

Contract—300-75-0256

Note—30p.; Booklet prepared at the Resource Center on Sex Roles in Education

Available from—Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20201

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Equal Opportunities (Jobs), Federal Government, \*Federal Legislation, Government Role, Higher Education, Personnel Policy, Personnel Selection, \*Post Secondary Education, \*Professional Personnel, \*Sex Discrimination

Identifiers—\*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in student programs and in virtually every aspect of employment policy and practice in education institutions receiving Federal funds. The purposes of this booklet are to review briefly data and legislation relating to issues of equal employment opportunity in institutions of postsecondary education, and to provide some specific suggestions for personnel involved in the selection of professional employees in postsecondary institutions regarding strategies for ensuring greater equity in the selection process and compliance with Title IX. Contents include: (1) Federal prohibitions of discrimination in education employment—a summary; (2) the challenge: a review of data on employment in postsecondary education; (3) ensuring equity in postsecondary education employment (general considerations and steps in the selection process); and (4) additional resources. Lists and addresses of concerned Federal agencies are appended. (Author/MSE)

**ED 136 700** HE 008 756

Murphy, Patricia D.

Strategies for College Teaching.

Pub Date 22 Feb 77

Note—26p.; Twenty-First Annual Faculty Lecture, North Dakota State University.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Instruction, College Students, \*College Teachers, Educational Needs, Educational Objectives, \*Effective Teaching, Group Dynamics, \*Higher Education, Individual Needs, Inquiry Training, Instructional Systems, \*Learning Processes, Lecture, \*Research, \*Teaching Methods, Teaching Techniques

The research on effectiveness of college teachers, college teaching, and what is known about how learning takes place is summarized. From the research on what is known about the characteristics of effective college teachers, effective teaching methods, and how students learn, four teaching strategies that college teachers can use are identified. Described are: instructional systems, lecturing as a cognitive process, facilitating inquiry, and group process strategies. College teachers are urged to use a variety of teaching strategies to meet the diverse needs of learners, for various learning goals, and for different subject matter. (Author/MSE)

**ED 136 701** HE 008 758

Summary and Implications of Results, Office of Evaluation, 1972-1975.

Simon's Rock Early Coll., Great Barrington, Mass.

Pub Date 76

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Age, College Graduates, \*College Students, Comparative Analysis, \*Early Admission, \*Emotional Adjustment, \*Higher Education, \*Individual Development, Longitudinal Studies, Personal Adjustment, \*Personal Growth, Research, Student Experience

Identifiers—\*Simons Rock Early College MA

At Simon's Rock, capable 11th and 12th graders are admitted to an accelerated college-level program in which they can obtain a B.A. degree in four years. The Evaluation Office of the college is responsible for studying the cognitive and effective development of students at any college. A longitudinal study was begun in 1973 involving tracking of students while at the college and after graduation. Focal questions for the project have been: (1) How do Simon's Rock first graduating class' students compare in academic and emotional maturity with students who are on the average two years older and who are entering the freshman class at traditional four-year liberal arts colleges?; (2) Does psychological maturity predict successful adjustment at an early college?; and (3) What impact does the early college experience have on individual development? (Editor/MSE)

**ED 136 702** HE 008 759

Office of Evaluation Progress Report, March 77.

Simon's Rock Early Coll., Great Barrington, Mass.

Pub Date Mar 77

Note—5p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Age, College Freshmen, \*College Students, Comparative Analysis, Dropouts, \*Early Admission, Emotional Development, Grade Point Average, Grades (Scholastic), \*Higher Education, \*Individual Development, Interviews, Longitudinal Studies, Personal Adjustment, Personal Growth, School Health Services, School Holding Power, Seniors, \*Student Characteristics, \*Student Development, Student Experience

Identifiers—\*Simons Rock Early College MA

During the 1976 academic year the Evaluation Office continued its study of student development at Simon's Rock and of the factors that underlie successful academic and social adjustment at an early college. Included in the year's study are the characteristics of 1976 incoming students, compared with students entering in previous years, predictors of course grades and grade-point average in the first or transition year, predictors of extracurricular activity and judicial action, student contact with the health service, correlates of student attrition, interviews with graduating students, and student development and change during the time spent at the college. (Author/MSE)

**ED 136 703** HE 008 762

Tetlow, William L. Chase John S.

Six is Fatal. A Case Study of Inter-Institutional Cost Comparison.

Pub Date 5 May 76

Note—27p.; Summary of a presentation at the Annual Forum of the Association for Institutional Research (Los Angeles, May 5, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Colleges, \*Community Colleges, Cost Effectiveness, Data Analysis, Educational Finance, \*Estimated Costs, \*Expenditure Per Student, Formal Criticism, Post Secondary Education, Research Methodology, Statewide Planning, Tables (Data), \*Unit Costs, Universities

Identifiers—\*British Columbia

In 1975, the British Columbia Research Council released a report entitled "The Impact of Community Colleges - A Study of the College Concept in British Columbia." One Chapter of the report is intended to provide a broad perspective of educational cost and finance, to relate these costs to government expenditure and economic output, and to make broad comparisons of costs between the major sectors of education and between institutions in the post-secondary area. One table purports to compare institutional costs and total cost for a full-time equivalent student for the B.C. colleges and universities. A detailed examination of the table in question indicates that: (1) a significant amount of the data reported was erroneous; (2) several of the underlying assumptions were fallacious; and (3) the data were not comparable. The results of recalculation of the analysis and the original table are presented for examination. It is recommended that a study of the type undertaken by the B.C. Research Council meet two fundamental requirements: (1) a pre-established methodology including standardized data requirements, and (2) a procedure for sending the preliminary calculations to each institution for examination. (Author/MSE)

ED 136 704

HE 008 763

Florek, Tony

Freshman Studies Program: A Handbook for Teachers.

Saint Edward's Univ., Austin, Tex.

Pub Date Sep 76

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Assignments, \*College Freshmen, \*Curriculum Development, Curriculum Guides, Curriculum Planning, Educational Innovation, Educational Objectives, \*General Education, \*Instructional Programs, Learning Modules, Private Colleges, Scheduling

Identifiers—\*Saint Edwards University TX

The development of a freshman studies program is summarized, noting especially the changes recommended by an outside consultant to St. Edward's University, a private university. The general education program's goals, curricular content, schedule, and sample assignments are described in detail, by curricular module. (MSE)

ED 136 705

HE 008 764

Render, Barry

Public Higher Education Enrollment Forecasting in the State of Ohio.

Spons Agency—Ohio Board of Regents, Columbus.

Pub Date Jun 76

Note—147p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Enrollment Projections, Enrollment Trends, Governing Boards, \*Higher Education, \*Models, \*Part Time Students, State Agencies, \*Statewide Planning, \*Systems Approach

Identifiers—\*Ohio

With the growing concern for the development of good mathematical education planning models, few states have developed the type of enrollment projection systems that they would consider to be ideal. The primary objectives of this research project were to develop, construct, and document an enrollment forecasting system for use by the Ohio Board of Regents. In addition, an important part of the research deals with the subject of part-time student enrollments. A first step in the modeling process for forecasting part-time enrollments involved the identification and characterization of part-time student populations in each Ohio school and in the entire state system. (Author/MSE)

ED 136 706

HE 008 765

Weatherby, George B. Jacobs, Frederic

Institutional Goals and Student Costs. ER-

IC/Higher Education Research Report No. 2.

American Association for Higher Education,

Washington, D.C.; George Washington Univ.,

Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 77

Note—57p.; Some pages may be marginally legible due to small print of original

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Administrative Policy, College Administration, Educational Economics, \*Educational Objectives, Federal Aid, \*Higher Education, Institutional Administration, \*Institutional Role, Role Conflict, State Aid, \*Student Costs, \*Student Needs

This monograph considers the relationship of institutional goals to student costs. The authors believe that student goals and institutional goals differ, and that as students perceive the extent of the differences, they will expect institutions to more closely relate their activities to the objectives of students. This goal adjustment has been prompted by a harsh economic climate and changing federal attitudes about the form of delivery systems to support higher education. Students are primary recipients of state and federal aid and have the choice of where to spend that aid. They are also becoming more selective about institutional program offerings. This would suggest a future of substantively different institutional accommodations than higher education has known in the past. However, the authors hypothesize that current incentives and decision-making structures of colleges tend to reflect a faculty and administrative consensus exclusive of student goals, which will probably widen the gap between institutional goals and student aspirations. This, in turn, will only lessen the student's willingness to pay the costs of meeting those institutional goals unless accommodations are made. (Editor)

ED 136 707

HE 008 766

Fisher, Charles F.

The Evaluation and Development of College and University Administrators. ERIC/Higher Education Research Currents.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education

Pub Date Mar 77

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Administrative Personnel, Administrator Characteristics, \*Administrator Evaluation, Bibliographies, College Administration, Committees, \*Evaluation Methods, \*Evaluation Needs, \*Higher Education, Institutional Administration, Literature Reviews, Rating Scales

Historically, the college administration was the president alone, and the essential, if not only, qualification for the position was that he be a scholar. To meet the multifarious demands of running today's institution of higher learning, the president has been joined by an administrative team, each member specializing in a particular aspect of administrative operation. The emergence of a considerable amount of literature dealing directly or indirectly with the evaluation of college and university administrators suggests a growing concern for the assessment of administrative performance. There would also appear to be consensus on the desirability of professional development for administrators, to the extent that it is financially feasible. The traditional approach to evaluation has been the use of instruments for rating the various desirable characteristics or activities. Another approach is that of the evaluation committee. The evaluation process should be continuous and ongoing. No one method or model of evaluation is necessarily the correct approach, since each must be fashioned to meet the needs of the particular institution and its setting. But while the practice is still quite limited, the idea is alive, and the approaches are beginning to become more sophisticated. A bibliography is included. Faculty development will be considered in an upcoming issue of "Research Currents." (Author/MSE)

ED 136 708

HE 008 767

Higher Education: International Trends, 1960-1970. UNESCO Statistical Reports and Studies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—261p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, College Graduates, College Majors, College Students, Degrees (Titles), \*Educational Demand, \*Educational Trends, \*Enrollment, \*Enrollment Trends, Females, \*Foreign Countries, \*Higher Education, Males, Statistical Data, Statistical Studies, Tables (Data), Units of Study

Identifiers—Africa, Asia, Europe, Latin America, North America, Oceania

General trends in higher education throughout the world during the decade are discussed, and statistics are presented and analyzed for Africa, Latin America, Northern America, Asia, Europe, and Oceania. Factors considered in the regional studies include, when available: student enrollment (headcount, percentage of inhabitants, percentage of college-age population, distribution by sex, foreign students, and distribution by age); student distribution by field of study; and graduates (headcount trends, distribution by field of study, and proportion of women graduates). Information about teaching staff and students by type of institution, students and graduate distribution by field of study, and graduate distribution by degree level is displayed for each country. (MSE)

ED 136 709

HE 008 768

Sanyal, Bikas C. Yacoub, Sammani A.

Higher Education and Employment in the Sudan.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—267p.

Available from—International Institute for Educational Planning, 7-9 Rue Eugene-Delacroix, 75016, Paris, France (\$2.02)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*College Admission, \*College Graduates, Developing Nations, Educational Policy, Employment Opportunities, Employment Patterns, Employment Problems, \*Foreign Countries, \*Higher Education, Job Market, Job Skills, Labor Force, \*Labor Market, \*Manpower Needs, Manpower Utilization, National Surveys, Public Policy, Statistical Data, Tables (Data), Unemployment

Identifiers—\*Sudan

The increase in investment in education in the Sudan has increased the number of graduates by about 12 percent each year in 1970-1975. The increase in output has not been matched by an equal increase in the absorption capacity of the labor market. Postsecondary education has been extremely costly, and the nation can hardly support the problem of educated unemployed. Another problem is the discordance between the type of higher education offered by the system and the kind of education and training needed by the labor market. The results of an extensive study of admissions policies and the employment of college graduates in the Sudan are presented, and statistical tables accompany the report. (Author/MSE)

ED 136 710

HE 008 770

State Postsecondary Education Profiles Handbook, 1977 Edition. Report No. 88.

Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Kelllogg Foundation, Battle Creek, Mich.; Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—272p.; Some pages may be marginally legible due to small print of original

Available from—Department of Postsecondary Education, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80295 (\$6.50)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Annual Reports, Articulation (Program), Certification, Demography, Educational Demand, Educational Finance, Educational

Programs, \*Enrollment, Faculty Workload, Governing Boards, Government Role, Higher Education, \*Information Sources, Local Government, Master Plans, National Surveys, \*Post Secondary Education, Private Colleges, \*State Agencies, \*State Aid, State Boards of Education, State Government, \*State Programs, State Surveys, Statistical Data, Tables (Data), Teacher Salaries, Vocational Education Information on postsecondary education in the 50 states and the District of Columbia is organized in four main parts: (1) narrative description of the state-level coordinating or governing agency, institutional governing boards, current master planning activities, the 1202 commission, state student assistance agency or agencies, state board of vocational education, state-level organization for private colleges, state licensure or approval agencies, committees for articulation between elementary-secondary and postsecondary education, statutory advisory committees, and nongovernmental public/private college organizations; (2) descriptive statistics including 1974-75 information about state population and trends, state and local finance base, state and local governmental spending on higher education and in general, student demand, institutional program mix, faculty support and load, diversity of funding sources, and student tuition and fees; (3) annual and biennial reports available and recent special reports and studies; and (4) special reports and studies currently underway or planned. (Editor/MSE)

ED 136 711 HE 008 771

Kellett, Robert H.  
Should Non-Teaching Professionals Be Included in a Faculty Union? Research Summary No. 5. Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Personnel and Guidance Association, Washington, D.C.; Carnegie Corp. of New York, N.Y.

Pub Date Mar 77

Note—10p.

Available from—Academic Collective Bargaining Information Service 1818 R St., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, Collective Bargaining, College Faculty, Community Colleges, Contracts, \*Higher Education, \*Professional Personnel, \*Student Personnel Workers, Surveys, \*Union Members, \*Unions, Working Hours

When nonteaching professionals are members of a faculty union, what effect does it have on interstaff relationships and programs? Should campus administration opt for one union or for separate unions for nonteaching professionals? A study of these issues at 18 four-year higher education institutions (comprising 54 campuses) and 72 two-year institutions (with 84 campuses) focused on nonteaching professionals in admissions, financial aid, registrar's offices, counseling, placement and career planning, housing and residence halls, student unions and student activities, health services, and special programs for minorities, the disadvantaged, foreign students, and veterans. Negotiated contracts, professional tenure, working hours, union organization, and reasons for including or excluding nonteachers in unions were considered. The data suggest that nonteaching professionals have a significant community of interest with members of the teaching faculty. This is particularly true at community colleges and among student personnel professionals. Contracts negotiated by unions comprised of faculty and nonteaching professionals have not, however, addressed a substantial number of nonteaching professional concerns. Union organizational structures do not guarantee representation of these concerns. It appears that nonteachers must make special efforts to actively participate in the affairs of the union or they may not receive the full benefits of union membership. (Author/MSE)

ED 136 712 HE 008 772

Ben-David, Joseph  
Centers of Learning. Britain, France, Germany, United States. An Essay Prepared for the Carnegie Commission on Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.; McGraw-Hill Book Co., New York, N.Y.

Pub Date 77

Note—222p.

Available from—McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020 (\$12.50)

Document Not Available from EDRS.

Descriptors—\*Educational Development, Educational Needs, \*Foreign Countries, \*Higher Education, Professional Education, Research, \*Social History, \*Social Influences, Social Problems, Social Responsibility

Identifiers—England, France, Germany, United States

The author begins with the assumption that higher education throughout the world is currently in a state of anomie, a disorientation caused by unexpected change. He examines principal systems of higher education in the western world as historical entities to see in response to what needs they first emerged, how they developed their structures, and how they responded to changing needs and opportunities. From this perspective, five major functions are closely examined: (1) education for the professions; (2) general higher education; (3) research and training for research; (4) social criticism; and (5) furthering social justice and equality. The suggestions for correcting weaknesses and meeting the needs that centers of learning suggestions for correcting weaknesses and meeting the needs that centers of learning are expected to fulfill. (Editor)

ED 136 713 HE 008 773

Student Inventory Data, 1976.

Ohio Board of Regents, Columbus.

Pub Date [76]

Note—468p.; Hard copy not available due to marginal legibility of original

Available from—Ohio Board of Regents, 30 East Broad Street, Columbus, Ohio 43215

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission (School), Age, College Admission, College Majors, \*College Students, Credits, Degrees (Titles), \*Enrollment, Females, Graduate Study, \*Higher Education, Housing Patterns, Males, Marital Status, Non-resident Students, Professional Education, Resident Students, \*State Colleges, State Surveys, \*State Universities, Statistical Data, Tables (Data), Undergraduate Study

Identifiers—Ohio

Information on students in higher education in Ohio in 1976 include: student counts (by major field of study and rank; enrollment load by major field; enrollment load by rank; day and evening enrollment by major field; by age, sex, and rank; by sex, marital status, and living arrangements; and by state and county of residence; full-time equivalent enrollment (by program and rank, and by program and level); degrees awarded, and undergraduate and graduate/professional admissions. Statistics are given for each state institution, and arranged in tables. (MSE)

ED 136 714 HE 008 774

Angell, George W.

Management Prerogatives and Faculty Rights.

Special Report No. 29.

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date 77

Note—12p.

Available from—Academic Collective Bargaining Information Service, 1818 R St., Washington, D.C. 20009

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, \*Collective Bargaining, \*College Administration, \*College Faculty, Decision Making, \*Higher Education, Leadership Responsibility, Opinions, \*Power Structure, Unions

Two apparently widely held beliefs among college administrators may be harmful to higher education. The first is that faculty collective bargaining is somehow unprofessional and automatically harmful to educational purposes. The second is that bargaining erodes the authority of administrators and trustees, thereby preventing them from accomplishing their work with some degree of efficiency and leadership. Bargaining encourages strong executive leadership and the standardization of institutional procedures. Bargaining does not, per se, reduce the employer's right to make unilateral decisions about subjects not directly impacting conditions of faculty employment. On the other hand, faculty members have rights that should be vigorously upheld, with or without bargaining. (Author/MSE)

ED 136 715

HE 008 775

Romney, Leonard C.

Productivity Assessment: A Study of Faculty, Administrator, and Trustee Preferences.

Pub Date Mar 77

Note—19p.; Paper presented to the American College Personnel Association convention (Denver, March 27-30, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, \*College Administration, College Faculty, Community Colleges, \*Evaluation Methods, \*Higher Education, Institutional Role, Junior Colleges, Liberal Arts, National Surveys, \*Objectives, \*Opinions, Private Colleges, \*Productivity, State Colleges, State Universities, Trustees, Universities

Identifiers—Institutional Goals Inventory, Institutional Objectives

A national survey of faculty, administrators, and trustees from a cross-section of 45 higher education institutions investigated preferences in institutional goals and methods of assessing progress toward them. The specific goal areas were derived from the Institutional Goals Inventory. Results were analyzed according to the individual respondents' institutional responsibilities and institution type, and are reported at length. A brief bibliography is included. (MSE)

ED 136 716 HE 008 777

Salley, Charles D.

Helping Administrators Identify Shifts in Enrollment Patterns.

Georgia State Univ., Atlanta. Office of Institutional Planning.

Pub Date Mar 77

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Administrator Responsibility, \*Budgeting, \*College Planning, Cost Effectiveness, \*Decision Making, Educational Economics, Enrollment Projections, \*Enrollment Trends, Guidelines, Higher Education, Manpower Needs, \*Models, Needs Assessment, Policy Formation, Prediction, Staff Utilization, Statistical Analysis, Urban Universities

Identifiers—Georgia State University

The spiraling cost of higher education has led to questions of accountability and cost effectiveness and called more attention to budgetary and financial structures. This shift in decision-making responsibilities is closely tied to recent changes in enrollment growth that has reached a static or declining stage. In view of this trend, administrators must be able to assess enrollment patterns more carefully. This paper covers the following topics of analysis with an example of applications to a large, urban public university: (1) identification of past seasonal, cyclical, and trend variations in enrollment; (2) correlation of cyclical enrollment variation with the business cycle; and (3) use of the information from (1) and (2) to develop a simple regression model to predict short-run variations. The model is even more useful in focusing administrators' attention on the need for policy assumptions in even the most sophisticated, long-range projections. (Author/LBH)

ED 136 717 HE 008 779

Study of Post-Secondary Education in Southwestern Minnesota.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date 4 Nov 76

Note—127p.; Not available in hard copy due to marginal legibility of document

Available from—Minnesota Higher Education Coordinating Board, Suite 400, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Costs, \*Declining Enrollment, Educational Assessment, \*Educational Demand, Educational Economics, Educational Planning, \*Enrollment Trends, Geographic Regions, Growth Patterns, Higher Education, High School Graduates, Population Trends, \*Post Secondary Education, \*Regional Planning, State Boards of Education, Statistical Analysis

Identifiers—Minnesota, \*Southwest State University MN

Recommendations for the future of postsecondary education at Southwest State University in



Marshall, Minnesota, and for postsecondary education in the entire southwestern region of the state are presented. The year-long study examined the problem of declining enrollment at Southwest State as well as its implications for the entire region. The crucial problem in planning for postsecondary education in southwestern Minnesota is how to deal effectively with a 50 percent decline in high school graduates, effectively use existing resources, and adequately meet regional needs. Included in the report are information on the background of postsecondary education in the region, population projections for the region, characteristics of students from the region enrolling in postsecondary education, descriptions of programs and costs at institutions in the area, views from several advisory groups, and alternative futures for postsecondary education. (Author/LBH)

**ED 136 718** HE 008 780

Engdahl, Lilla E., Ed. Shay, Thomas M., Ed. *Extended Degree Programs in the West: Conference Proceedings.*

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons. Agency—California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date Nov 76

Note—118p.; Papers presented at the Conference on Extended Degree Programs, University of California, Berkeley (July 11-14, 1976)

Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Academic Standards, \*Adult Education, \*Conference Reports, Continuing Education Centers, Educational Finance, \*Educational Objectives, \*External Degree Programs, Government Role, Higher Education, Post Secondary Education, \*Regional Planning, State Government, \*University Extension

Identifiers—\*Access (Education), Extended Degree Programs

The WICHE project on Extended Degree Programs aimed to contribute to the development of sound and successful extended degree programs as one segment of postsecondary education for adults. The conference had several basic goals:

(1) to foster communication among persons involved in such programs throughout the region;

(2) to propose varied solutions to operating problems; (3) to identify further service opportunities for such programs; (4) to consider the present and future of such programs; and (5) to identify future service roles that could be undertaken by WICHE or other western organizations.

The proceedings presented in this report are edited texts of oral presentations. They include the following topics: redefining higher education; the big issues and challenges; analysis of selected programs operating in varied settings; discovering and meeting needs in serving people; state responsibility in extended degree programs; financing external degree programs; the role of extended degree programs in continuing education; and achieving and maintaining high quality of teaching services and student performance. (LBH)

**ED 136 719** HE 008 781

A Dialogue on Liberal Learning in Professional Education.

Association of American Colleges, Washington, D.C.

Pub Date 23 Nov 76

Note—33p.; Proceedings of a dialogue held at Worcester Polytechnic Institute (Worcester, Massachusetts, November 22-23, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Business Administration, Case Studies, College Majors, Community Health, \*Curriculum Development, \*Degree Requirements, Engineering Education, Global Approach, Health Occupations Education, Higher Education, Humanities, \*Innovation, \*Interdisciplinary Approach, \*Liberal Arts, Liberal Arts Majors, Management Education, \*Professional Education

Identifiers—Babson College MA, Tufts University MA, Worcester Polytechnic Institute MA

The third in a series of reports on AAC-sponsored dialogues on liberal learning is presented. This dialogue, focusing on the role of liberal learning in professional education, was designed

for both teachers and administrators representing a variety of colleges of business, engineering, fine arts, and the health sciences. In the first case study, the Worcester Polytechnic Institute's revised engineering and science curriculum, called the WPI PLAN, is described. It attempts to prepare students for real-world problems and stresses the integration of the humanities and social sciences into the engineering curriculum. A second case study describes the involvement of Tufts University and the health services professions. Tufts encourages the maximum cross-registration of students in its various colleges and programs by making crossovers between professional- and liberal-oriented courses as easy as possible. New programs like the Community Health Project mix traditional academic courses with off-campus courses and projects that expose liberal arts majors to professional work. In a third case study, Babson College focuses on increased integration of liberal arts and management studies. Three liberal arts-related majors have been introduced (society and technology, communications, and American studies) that integrate the humanities to real-world problems. (LBH)

**ED 136 720** HE 008 782

Phillips, Ione

*The Added Dimension. State and Land-Grant Universities Serving State and Local Government.*

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date [77]

Note—175p.

Available from—National Association of State Universities and Land-Grant Colleges, Suite 710, One Dupont Circle, N.W., Washington, D.C. 20036

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Consultants, \*Cooperative Programs, \*Government Role, Higher Education, \*Interinstitutional Cooperation, \*Land Grant Universities, Legislation, Local Government, National Surveys, Public Officials, Public Relations, \*Services, State Colleges, State Government, \*State Universities

Identifiers—\*Government School Relationship

Responses to a survey of university public service programs of benefit to state and local governments were received from 70 individual campuses, and one systemwide office, representing 79 of the 133 NASULGC member institutions and 41 of the 50 states. The survey asked for (1) information on institutes of government and on technical service units existing within or outside such institutes, and (2) information on organized research institutes or centers whose activities related to areas of major public interest. Major areas of concern included energy policy, transportation, land use, power plant siting, coastal zone management, building and housing codes, radioactive wastes and radiation protection, health care systems, air and water quality programs, and noise regulation. Respondents identified types of services provided, including contract research, reference services, bill drafting assistance, testimony at hearing, training sessions, seminars, and personnel exchanges. Respondents also rated a number of barriers to more cooperative relationships between state universities and state governments. (LBH)

**ED 136 721** HE 008 783

Higher Education in the States. Volume 5, Number 5, 1977.

Education Commission of the States, Denver, Colo.

Pub Date 77

Note—63p.; Best copy available

Available from—Education Commission of the States; 822 Lincoln Tower Building, 1860 Lincoln Street, Denver, Colorado

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Faculty, Community Colleges, \*Educational Finance, Fees, Geographic Regions, \*Governance, Health Occupations, Higher Education, Junior Colleges, \*Legislation, \*Post Secondary Education, Program Coordination, State Action, State Aid, \*State Government, Tuition

Identifiers—Canada, \*Government School Relationship, United States

Major actions affecting postsecondary education of the 1975 and 1976 legislative sessions in the 50 states, District of Columbia, and three Canadian provinces are reported. Each state is

summarized by area, covering such topics as appropriations and finance, community and junior colleges, student assistance, coordination and governance, faculty and employees, tuition and fees, health professions, and miscellaneous areas. (Author/LBH)

**ED 136 722** HE 008 784

Breathett, George, Ed. Eko, Ewa U., Ed.

*Research in the Humanities and Social Sciences.*

Volume I, 1973-74.

Consortium on Research Training, Greensboro, N.C.

Pub Date 74

Note—45p.

Available from—Consortium on Research Training, Greensboro, North Carolina 27420

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Consortia, Cooperative Programs, \*Educational Research, Effective Teaching, Higher Education, \*Humanities, \*Institutes (Training Programs), \*Instructional Improvement, Researchers, \*Research Projects, Research Skills, \*Social Sciences, Southern States, Teaching Quality, Workshops

Identifiers—Consortium on Research Training

NC

Many scholars are convinced that when research is absent there is little quality teaching. The initial operational phase of the Consortium on Research Training (CORT) during the 1973-74 academic year validated this assumption, evidenced by the enthusiasm shown for research, as teachers developed the kind of personal intellectual discipline that enriches and strengthens the teaching process. CORT's central purpose was to provide research training opportunities to faculties in member institutions, and training workshops were organized. A major objective of CORT was disseminating results of project activities to the constituencies of participating institutions, the funding agency, and interested persons, colleges, and universities. Annotated lists are included in this report of research projects in the humanities and the social sciences, as well as research projects in progress. (LBH)

**ED 136 723** HE 008 785

Breathett, George, Ed. Eko, Ewa U., Ed.

*Research in the Humanities and Social Sciences.*

Volume II, 1974-75.

Consortium on Research Training, Greensboro, N.C.

Pub Date 75

Note—50p.

Available from—Consortium on Research Training, Greensboro, North Carolina 27420

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Consortia, Cooperative Programs, Educational Research, Effective Teaching, Higher Education, \*Humanities, \*Institutes (Training Programs), \*Instructional Improvement, Researchers, \*Research Projects, Research Skills, \*Social Sciences, Southern States, Teaching Quality, Workshops

Identifiers—\*Consortium on Research Training

NC

The accomplishments of the Consortium on Research Training (CORT) in its second year of operation are described and suggest that the researcher, who is becoming increasingly significant on small college campuses, can benefit from training programs. Research training opportunities were provided by CORT to faculties in member institutions and training workshops were organized. Results of project activities are disseminated to the constituencies of participating institutions, the funding agency, interested persons, colleges, and universities. Annotated lists are included in this report of research projects in the humanities and the social sciences, as well as research projects in progress. (LBH)

**ED 136 724** HE 008 786

Sanford, Nevitt

*Faculty Motivation: Working Papers and Review of the Literature.*

California State Univ., Long Beach. Center for Professional Development.

Spons. Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 10 Sep 76

Note—145p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—Bibliographies, \*College Faculty, Educational Research, Higher Education, \*Improvement Programs, \*Literature Reviews, Models, \*Professional Recognition, School Surveys, State Colleges, State Universities, \*Teacher Motivation

**Identifiers**—\*California State University and Colleges, \*Faculty Development

In an attempt to identify generalizable features of professional development programs for faculty, the California State University and Colleges system set out in 1974 to develop and test on a local basis, several models of professional development. A systemwide Center for Professional Development was established to facilitate and monitor the various models. Nine CSUS campuses have such programs that utilize a variety of strategies and mechanisms to foster faculty and institutional renewal. Since one element of knowledge needed to effectively evaluate programs of professional development is increased understanding of faculty motivation, this study reports on hypotheses, data, and interpretations that should serve as the beginning of a theoretical and empirical approach to faculty development in the CSUS system. (Author/LBH)

**ED 136 725** HE 008 787  
Adams, Charles C.

**Faculty Award Programs: Campus-Based and Systemwide.**

California State Univ., Long Beach. Center for Professional Development.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 15 Jan 77

Note—39p.

Available from—Center for Professional Development, The California State University and Colleges, 400 Golden Shore, Long Beach, California 90802

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Awards, \*College Faculty, Effective Teaching, \*Evaluation Criteria, Fees, Higher Education, \*Professional Recognition, Salaries, School Surveys, State Colleges, State Universities, \*Teacher Evaluation, Teacher Motivation, Tuition

**Identifiers**—\*California State University and Colleges, \*Faculty Development

In the California State University and College system, numerous campus-based and systemwide efforts have evolved to provide special recognition to faculty members exhibiting high-level teaching ability and demonstrating distinction as teachers. Existing award programs designed to give recognition for outstanding performances in this area are reported. The programs themselves and the criteria employed in them are described. In the course of the survey, questions arose concerning the use of the coursework Fee Waiver Program for faculty. A description of this program is offered along with some ways in which faculty are using the opportunities it provides. The optional Special Salary Ranges program is also discussed. More relevant awards are detailed in these categories: Outstanding Professor Awards, Distinguished Teaching Awards, and Professional Service Awards. (LBH)

**ED 136 726** HE 008 788

**Summary Memorandum on Higher Education in the Future. A Single System of Higher Education in The Netherlands.**

Netherlands Ministry of Education and Sciences, The Hague.

Pub Date Jul 76

Note—38p.; Reprint of the NUFFIC Bulletin, volume 20, number 3, Summer 1976

Available from—Netherlands Ministry of Education and Sciences, The Hague, The Netherlands

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Administrative Organization, Admission Criteria, \*Curriculum Development, \*Educational Change, Educational Demand, Educational Needs, Educational Planning, \*Educational Supply, \*Foreign Countries, \*Higher Education, Policy Formation, \*Vocational Education

**Identifiers**—\*Netherlands

The Netherlands has two different types of higher education: university courses that take 6 to 9 years and higher vocational courses that take from 3 to 4 years. The flow of students into universities and higher vocational institutions is so great and the demand for education so varied

that a new system of higher education is needed. A proposal is offered that would do away with the sharp division between the two systems, creating a single system. The new system would have as large a range of courses as possible and would feature flexibility and mobility. This paper is intended as a policy memorandum for short-term measures and as a discussion memorandum for long-term proposals. (LBH)

**ED 136 727** HE 008 789  
Atelak, Frank J. Gombert, Irene L.

**College and University Services for Older Adults.**

Higher Education Panel Reports, No. 33. American Council on Education, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Grant—NSF-SRS-7517251

Note—25p.; Hard copy not available due to marginal legibility of document

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adult Students, Age, \*College Role, \*Community Services, Educational Demand, Educational Objectives, \*Educational Supply, Higher Education, National Surveys, \*Older Adults, State Colleges, State Universities, \*Statistical Data, Tables (Data)

**Identifiers**—\*Access (Education)

The extent and type of services currently offered to older adults are identified, and an overview is provided of institutional plans for increasing such services in the immediate future. In this survey respondents were asked to describe any educational programs or community services available through their institutions designed especially for older adults, and to indicate any requirements such as age or income for participation. Among the 556 colleges and universities responding to the survey, over half offered no instructional programs or community services designed specifically for older adults. Nearly 25 percent provided both instructional and community services, while 5 percent had only instructional services available and 20 percent had only community services available. This report tabulates the types of instructional services, community services, forms of organization, primary sources of funding, and plans for programs and services. It concludes that in general most colleges and universities are still focused on their traditional objective of preparing the young for "life," but that others, particularly the public-supported institutions, are alerted to the academic and service needs of older adults. More attention to older adults is promised for the future. (LBH)

**ED 136 728** HE 008 790

Linnell, Robert H. Marsh, Herbert W.

**Ethical and Economic Issues. Policy Surveys: 1. Planning Survey; 2. State-Wide Coordinating Agencies; University Central Offices, Community College Systems Offices; 3. Private Foundations; 4. Higher Education Associations, Professional Associations.**

University of Southern California, Los Angeles. Office of Institutional Studies.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 21 Jan 77

Note—36p.; Presented at the Annual Academic Planning Conference (2nd, University of Southern California Office of Institutional Studies, Los Angeles, California, January 19-21, 1977)

Available from—Office of Institutional Studies, University of Southern California, Los Angeles, California 90007 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Administrative Personnel, \*Administrative Policy, \*College Faculty, Consultants, Copyrights, Economic Factors, Educational Research, \*Ethical Values, Faculty Workload, \*Foundation Programs, Higher Education, \*Income, Part Time Jobs, Policy Formation, Professional Associations, \*Salaries, State Agencies, Surveys, University Administration

Policy questions regarding activities for which university faculty, administrators, and professional staff might derive additional income were

examined in four mail surveys along with the impact of those activities on the individuals, the university, and society. Some of the activities considered include overload teaching, research, consulting, part-time employment, and the rights to intellectual properties that may result from either load or "overload" work. The four mail surveys included the following: (1) the Planning Survey, designed to identify major policy problems; (2) a survey sent to statewide coordinating agencies, university central offices, and community college system offices to determine the responsibility of the agencies for establishing policies, and to evaluate the current status of each policy area; (3) a survey of private foundations that assessed the guidelines given to institutions receiving grants regarding salary and property rights for inventions and educational materials; and (4) a survey sent to higher education associations and professional associations requesting information of the involvement of the organization in establishing ethical codes directly or indirectly for their members or other agencies, and information on their use of and payment for part-time services of faculty or staff. (Author/LBH)

**ED 136 729** HE 008 791  
Linnell, Robert H. Marsh, Herbert W.

**Ethical and Economic Issues. An Interview Survey at Ten Universities.**

University of Southern California, Los Angeles. Office of Institutional Studies.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 21 Jan 77

Note—26p.; Presented at the Annual Academic Planning Conference (2nd, University of Southern California Office of Institutional Studies, Los Angeles, California, January 19-21, 1977)

Available from—Office of Institutional Studies, University of Southern California, Los Angeles, California 90007 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Academic Freedom, \*Administrative Policy, \*College Faculty, Consultants, Copyrights, Economic Factors, \*Ethical Values, Faculty Workload, Fringe Benefits, Higher Education, \*Income, Interviews, Job Enrichment, Part Time Jobs, Personal Values, Professional Continuing Education, Sabbatical Leaves, \*Salaries

As part of a project concerning policies for those activities that university administrators, faculty, or professional staff may engage in for additional income above their normal full-time salaries, this study's objectives were to determine (1) what policies existed and (2) the extent to which policies or lack of them were considered satisfactory. A one-hour structured interview was designed, tested, and used with 30 faculty and administrators at 10 different universities. Twenty-five interviews were sufficiently complete to use in the analysis. The interview items, all relating to income above basic contract salary (economic issues) and potential loss of academic freedom or conflict-of-interest (ethical issues) included: (1) load and overload (including consulting), (2) property rights for inventions and educational material, (3) salaries for sabbatical leaves and time spent on sponsored projects, (4) continuing education, (5) fringe benefits, and (6) codes relating to ethical behavior and conflict-of-interest. Since this study is complex and involves a limited number of institutions and individuals, no final conclusions can be made, but the results suggest major problem areas and some directions for further work. (LBH)

**ED 136 730** HE 008 816

Griffith, Pamela J. McRae, Douglas J.

**Description of Salaried Medical School Faculty 1969-70 and 1974-75. Final Report.**

Association of American Medical Colleges, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Apr 77

Contract—231-76-0011

Note—171p.; Tables and Appendices may be marginally legible due to small print of the original

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Academic Rank (Professional), Comparative Analysis, Credentials, Degrees

(Titles), Demography, Departments, Employment Experience, Ethnic Distribution, Ethnic Groups, \*Faculty, Faculty Workload, Females, Foreign Countries, Higher Education, Males, \*Medical Education, \*Medical Schools, National Surveys, Part Time Jobs, Personnel Data, Specialization, Tables (Data), \*Teacher Characteristics

This report presents a general statistical description of the population of individuals with salaried faculty status at U.S. medical schools. The report is based on data drawn from the Association of American Medical Colleges' Faculty Roster, containing demographic, training, employment history, and current appointment data for this population. The results of the study are presented in five sections: (1) an overview of medical school faculty in terms of earned degrees, rank, primary specialties, departments, and nature of employment (strict or geographic full-time, or part-time); (2) areas of faculty responsibility; (3) employment history data; (4) data on training and credentials; and (5) special topics, such as characteristics by sex and ethnic groups, and descriptions of foreign medical graduates and newly-hired faculty. Each section consists of tabular summaries of faculty characteristics and narrative descriptions of the findings. Comparisons of faculty characteristics of the 1969-70 and 1974-75 academic years are made wherever data are available for the former. No overall interpretations or conclusions are drawn. (Author/MSE)

ED 136 731

HE 008 817

McShane, Michael G.  
Medical Schools in the United States. A Descriptive Study.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Feb 77

Contract—231-76-0011

Note—141p.; Tables and appendices may be marginally legible due to small print of the original  
EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Classification, College Faculty, \*Curriculum, Educational Facilities, \*Educational Finance, \*Facilities, \*Faculty, Higher Education, \*Medical Schools, \*Medical Students, National Surveys, Statistical Data, Statistical Studies, Tables (Data)

Identifiers—Institutional Profile System, Liaison Committee Medical Education Questionnaire

Medical schools in the United States are described in terms of their finances, clinical facilities, students, faculties, and curricula, and the distribution of the schools according to these variables. The report is based on data drawn from the Institutional Profile System maintained by the Association of American Medical Colleges. The current report draws heavily on parts 1 and 2 of the Liaison Committee on Medical Education Questionnaire for 1974-75. (Author/MSE)

ED 136 732

HE 008 818

Gordon, Travis L.  
Descriptive Study of Medical School Applicants, 1975-76.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Feb 77

Contract—231-76-0011

Note—117p.; Tables and appendices may be marginally legible due to small print of the original  
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Ability, \*Academic Standards, \*Admission (School), Career Choice, \*Enrollment Trends, Females, Higher Education, Medical Schools, \*Medical Students, Specialization, Statistical Studies, \*Student Application, \*Student Characteristics, Tables (Data)

The purpose of this study was to provide a comprehensive description of both applicants and acceptances to U.S. medical school first-year classes for the 1975-76 academic year. Primarily a replication of the previous year's study, it (1) reports on application activity both at the national level and for individual medical schools, and (2) analyzes the total applicant pool and those accepted from it by their demographic and background characteristics, academic ability, and

career plans. The present study focuses on changes in applicant data from 1974-75 to 1975-76. Included are an analysis of the academic ability and acceptance success of college seniors applying to medical school for the first time and new analyses of the background characteristics and career plans of women applicants. Data are presented in narrated tabular form. (Author/MSE)

ED 136 733

HE 008 819

Dube, W. F.

Characteristics of U.S. Citizens Seeking Transfer from Foreign to U.S. Medical Schools in 1975 via the Coordinated Transfer Application System (CONTRANS).

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Feb 77

Contract—231-76-0011

Note—108p.; Tables and appendices may be marginally legible due to small print of the original  
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, \*Admission (School), Advanced Placement, Career Choice, Comparative Analysis, Demography, Higher Education, \*Medical Schools, \*Medical Students, National Competency Tests, Specialization, Standardized Tests, Statistical Studies, \*Student Application, \*Student Characteristics, \*Study Abroad, Tables (Data), Test Results

Identifiers—\*Coordinated Transfer Application System, National Board of Medical Examiners

The characteristics of selected U.S. citizens studying medicine abroad have been considered in this study from the perspective of their academic levels and their demographic origins. From these viewpoints, a definite profile emerges of the average student who was sponsored for Part I of the National Board of Medical Examiners (NBME) tests by the Coordinated Transfer Application System (COTRANS) during 1975. Emphasis in this study was placed on some specific objectives: (1) to review COTRANS sponsorships; (2) to analyze Part I, NBME test results by overall score distribution, first-time and repeat status, sex, and country of location of the foreign medical school; (3) to describe the academic background of 1975 COTRANS participants in terms of MCAT scores and undergraduate grade point averages, as derived from previous applications to medical schools, and to compare the 1975 COTRANS group with the 1973-74 U.S. medical school applicant pool; (4) to describe the biographic and socioeconomic background of 1975 COTRANS participants (including their undergraduate college origins) and to compare these characteristics with those of the 1973-74 applicant pool; and (5) to identify career preferences with regard to general career activity, specialization plans, and expected character of medical practice of the 1975 COTRANS group with comparable career preferences of the 1973-74 group. (Author/MSE)

ED 136 734

HE 008 820

Mantovani, Richard E.

Studies of Medical Student Financing. Medical Student Finances and Personal Characteristics 1974-1975.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Jan 77

Contract—231-76-0011

Note—61p.; For related documents, see HE 007 675, HE 008 545, and HE 008 821; Tables and appendices may be marginally legible due to small print of the original  
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Educational Finance, \*Financial Support, Foundation Programs, Government Role, Higher Education, \*Income, \*Medical Students, National Surveys, Parent Role, Questionnaires, Statistical Data, Statistical Studies, \*Student Financial Aid, \*Student Needs, Student Role, Tables (Data)

A national survey of 7,261 medical students, representing 15 percent of total enrollment at each of 110 medical schools addressed specific questions including: (1) Which students ex-

pressed a need for financial aid?; (2) do the neediest students receive financial aid?; (3) To what extent do students intending to serve in primary care specialties and in physician shortage areas receive financial aid?; (4) What is the role of medical schools, federal and state governments, private foundations and lending institutions, and the students and their parents in supplying the income needed to meet student expenses?; and (5) Which types of income are most important in financing medical students? Most students were found to be dependent on a number of funding sources. If the amount of assistance from loans and scholarships decreases in the future, many students who cannot call on their parents for support may face financial hardships in completing their medical education. Data are presented in narrated tabular form, and the questionnaire used in the study is included. (Author/MSE)

ED 136 735

HE 008 821

Mantovani, Richard E.

Studies of Medical Student Financing. Medical Student Finances and Institutional Characteristics 1974-1975.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Feb 77

Contract—231-76-0011

Note—83p.; For related documents, see HE 007 675, HE 008 545, and HE 008 820; Tables and appendices may be marginally legible due to small print of the original  
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Educational Finance, Higher Education, \*Income, \*Medical Schools, \*Medical Students, National Surveys, Private Colleges, Private Schools, Public Schools, Questionnaires, Research, State Universities, \*Student Costs, Student Financial Aid, Tables (Data), Tuition

This analysis investigates the relationship between (1) income and expenses of medical students and (2) selected characteristics of the medical schools they attended by assessing the degree to which variations in student financing patterns are explained by differences among medical schools. The data used were derived from anonymous questionnaires completed by a representative national sample of 7,261 medical students, comprising 15 percent of the total enrollment at each of 110 medical schools. Two basic patterns emerge regarding medical student financing, each associated with a certain type of medical school. Students enrolled in private high-tuition, research-oriented schools tended to depend more on scholarships and nonrepayable funds, loans, and contributions from parents. Those attending schools which were public, low-tuition and less research-oriented depended more on funds contributed by their spouses. Data tables and analyses are presented, and the questionnaire used is included. (Author/MSE)

ED 136 736

HE 008 822

Sherman, Charles R.

A Multidimensional Model of Medical School Similarities. Final Report.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Mar 77

Contract—231-76-0011

Note—43p.; For related documents, see HE 008 823 and HE 008 824; Tables and appendices may be marginally legible due to small print of the original  
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cluster Analysis, \*Graduate Medical Education, Higher Education, \*Medical Research, \*Medical Schools, Multidimensional Scaling, Private Colleges, Private Schools, Public Schools, \*Specialization, State Universities, \*Statistical Analysis, Statistical Studies

Multidimensional scaling methods were used to derive interpretable models of medical school similarity with respect to research and graduate medical education intensiveness. On the basis of cluster analysis, private schools seemed to be categorizable into those that are relatively intensive on both research and graduate medical edu-



cation, those that are not intensive on either, and some that, along with some public schools, are both extensive (in absolute measure) and intensive (in relative measure) on graduate medical programs. These groups are readily apparent in the scaling model, but graduations of difference within groups are also apparent. The public schools showed similar separability along continuous dimensions of difference. The statistical analyses are discussed at length. (Author/MSE)

ED 136 737 HE 008 823

Sherman, Charles R.

A Second Exploratory Analysis of the Relations Among Institutional Variables. Final Report. Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Mar 77

Contract—231-76-0011

Note—39p.; For related documents, see HE 008 822 and HE 008 824; Tables and appendices may be marginally legible due to small print of the original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Certification, Educational Finance, Enrollment Projections, Factor Analysis, Federal Aid, Females, \*Financial Support, \*Graduate Medical Education, \*Grants, Higher Education, \*Medical Research, \*Medical Schools, School Size, Specialization, Statistical Analysis

This is one of five studies performed in 1976 to examine the characteristics of U.S. medical schools and the interrelationship among variables that describe them. A principal components analysis was performed and interpreted exploring the interrelationships of 33 selected variables that describe the faculty, student, curriculum, and other institutional characteristics of medical schools. A summary of the concepts underlying principal components analysis is presented, and the resulting factor pattern is presented and interpreted. Several speculative observations were made based solely on correlations in the data, and are suggested hypotheses for further analysis: (1) schools with an emphasis on graduate medical programs have proportionally fewer MD-program alumni going into general practice; (2) larger and older schools have proportionally more alumni receiving board certification; (3) private schools receive greater proportions of their revenue from gifts and federal sources; (4) schools with greater proportions of female students have a greater rate of approval of their NIH research grant proposals; (5) schools that have received larger increases in research funding between 1967 and 1974 tend to be the schools that anticipate the most growth in enrollment in the next five years; and (6) schools receiving the most research grants and expending the larger proportions of their budgets for sponsored research expend smaller proportions of their budgets for administration and general expense. (Author/MSE)

ED 136 738 HE 008 824

McShane, Michael G.

An Empirical Classification of U.S. Medical Schools by Institutional Dimensions. Final Report.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Mar 77

Contract—231-76-0011

Note—51p.; For related documents, see HE 008 822 and HE 008 823; Tables and appendices may be marginally legible due to small print of the original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Classification, Cluster Analysis, Higher Education, \*Medical Schools, \*Private Colleges, Private Schools, Public Schools, \*State Universities, \*Statistical Analysis, Statistical Studies, Typology

In a related study, factor analysis was applied to reduce a selected set of medical school characteristics to their principal dimensions. In this study, the results were then used as input to a series of multivariate cluster analyses that isolated clusters of medical schools that were similar to each other and different from schools in other

clusters on the dimensions depicted by the factor analysis. The eight clusters in the final solution each had distinctive profiles on the six factor scores. There were five clusters that consisted completely or predominantly of public schools. Three of these clusters consisted of established schools with varying profiles, while the other two were composed of new and developing schools. Of the remaining three clusters, two were predominantly private schools and one was an equal mix of public and private schools. Each cluster was also described in terms of variables selected from the original data. (Author/MSE)

## IR

ED 136 739

IR 004 254

Sayre, Ed Thelen, Lee

Cost Accounting Procedures for Public Libraries: A Model.

Colorado State Library, Denver.

Pub Date Jul 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Budgeting, \*Costs, Librarians, Library Circulation, \*Library Expenditures, Library Programs, Library Reference Services, \*Public Libraries

This report presents a model developed to examine costs of public library services, such as reference, circulation, and special programs, to be used by librarians in implementing a program budget and planning a budget system. Allocations for personnel costs, materials costs, costs of supplies and services, technical processing costs, reference use of the circulating collection, and administrative costs are presented. Also included are tables showing breakdowns of individual personnel costs, time study sheets of library tasks, and personnel costs by function. (AP)

ED 136 740

IR 004 261

Carr, Harry And Others

Regional Interlibrary Loan in New York State: A Comparative Study.

Cecchi and Co., Washington, D.C.

Spons Agency—New York State Education Dept., Albany, Div. of Library Development.

Pub Date Mar 76

Note—329p.

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—\*Comparative Analysis, Comparative Statistics, \*Interlibrary Loans, Libraries, Library Cooperation, Library Surveys, Program Descriptions, Program Effectiveness, Program Evaluation, Regional Cooperation, \*Regional Programs

Identifiers—New York

The goal of this study was to develop a means for better assessing the potential success of a regional interlibrary loan program. Descriptive information and qualitative data on funding, policies, and procedures were gathered for five regional interlibrary loan programs in New York State from three sources—questionnaires sent to each member library, on-site visits, and a weighted sample of loan requests. A profile of population, socio-economic characteristics, and available library resources was created for each region. Quantitative data were analyzed by rank order correlation or a confidence test of significant similarities and differences. Conclusions were made concerning the impact on interlibrary loan effectiveness of three factors: (1) regional characteristics; (2) the extent and nature of regional interlibrary loan; and (3) loan processing and funding. Fourteen general recommendations were made for funding and loan processing, specific suggestions and proposals were outlined for each regional interlibrary program, and a data collection method was suggested for future performance measurement. The appendices include the regional profile. (KP)

ED 136 741

IR 004 382

Byers, William S. Hedrick, Robert E.

A Comparison of Two Teaching Strategies: Lecture vs. Discussion in a Small Class Environment at Florida Southern College.

Florida Southern Coll., Orlando. McCoy Extension Center.

Pub Date 15 May 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, \*Comparative Analysis, Discussion (Teaching Technique), Evening Students, \*Higher Education, Lecture, \*Student Attitudes, Student Characteristics, Student Grouping, Student Motivation, \*Teaching Methods

Results of an experiment conducted to compare two teaching strategies showed somewhat higher test scores for college students taught by the lecture method, while students taught by the discussion method evinced higher interest and attendance. The experiment consisted of two sections of a night class in Social Psychology which were taught simultaneously, one by the lecture method, and the other by the discussion method. The sections were composed of students of relatively equal ability and were jointly taught by two professors. Identical and comprehensive examinations were used to evaluate competency achieved. A mixed teaching strategy employing both lecture and discussion is recommended, along with further research on the long range effects of the two methods. (STS)

ED 136 742

IR 004 409

Leeper, Dennis P.

A Comparative Study of Open Space and Self-Contained Elementary School Library-Media Centers.

Pub Date 76

Note—4p.; Paper presented at American Association of School Librarians Forum for Research (Chicago, Illinois, July 21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Comparative Analysis, Elementary Education, \*Elementary School Libraries, Instructional Materials Centers, Library Collections, \*Open Plan Schools, School Personnel, School Space, \*Self Contained Classrooms, Use Studies

This paper summarizes the results of a study comparing the usage, expenditures, services, collections, and staffing of elementary school library media centers by type of structural design, i.e., either open space or self contained classroom type. It suggests that school personnel, particularly the principal and library media specialist, rather than school size or type of physical facilities, are the most important variables in determining the quality and quantity of elementary school media center use. Twenty-four open space and twenty-four self contained randomly selected elementary schools located within nine school districts in north central Colorado constitute the experimental sample. (STS)

ED 136 743

IR 004 412

Information and Referral; Program for Workshop.

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 22 Sep 76

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Classification, Evaluation Criteria, Evaluation Methods, Financial Support, Information Science, \*Information Services, \*Information Systems, Interagency Cooperation, Library Education, \*Library Reference Services, Publicize, \*Referral, Workshops

This compilation of proceedings and documents from the Bay Area Reference Center Workshop on Information and Referral, held in September 1976, contains information pertaining to: (1) personal style of the reference librarian, (2) initiating and maintaining an Information and Referral Resource File, (3) interagency cooperation on human service information and referral files, (4) funding and publicity for information and referral services, and (5) follow up and evaluation of procedures and referrals. Documents appended include: (1) sources of further information on information and referral, (2) suggested categories of information, (3) publicity hints and examples, (4) information needed from referral resources and clients, and (5) information relating to national information and referral standards and criteria. (STS)

ED 136 744

IR 004 419

Films for Education and Teacher Training.

Pennsylvania State Univ., University Park.

Report No.—U.Ed. 76-482

Pub Date 76

Note—76p.

Available from—Audio Visual Services, 21 Willard Building, University Park, Pennsylvania 16802

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**Adult Education, Child Development, Educational Alternatives, \*Elementary Secondary Education, \*Filmographies, \*Inservice Education, Social Relations, \*Teacher Education

This annotated catalog lists films intended primarily for teacher education and inservice teacher training programs on the elementary and secondary levels. A limited number of films on child development, alternative education, adult education, and teenage social guidance are included. Films are cross listed alphabetically, by subject, and by series. Information provided for each film includes: content, running time, rental fee, release date, and educational level. (STS)

**ED 136 745 95 IR 004 423**

*Montague, Eleanor A. And Others*

**Initiating the Design and Development of a Western Interstate Bibliographic Network. Fourth (Final) Quarterly Report, April-August 1976.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 30 Sep 76

Grant—CLR-G-614

Note—153p.; For related documents, see IR 004 423-424, 430, 606-607 and ED 122 748, 750

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—**Bibliographies, Costs, \*Interstate Programs, \*Library Automation, \*Library Networks, Professional Continuing Education, Program Development, \*Regional Cooperation, \*Regional Libraries, Serials, Telecommunication

**Identifiers—**\*Western Interstate Bibliographic Network, \*Western Interstate Library Coordinating Org, WILCO

The Western Interstate Commission for Higher Education (WICHE) received a year's grant from the Council on Library Resources to design and develop a library network for western states. Functions and program plans were developed for the newly established networking organization, Western Interstate Library Coordinating Organization (WILCO), with programs in resource sharing coordination, continuing education for librarians, and library and information science research. Major activities of the fourth quarter included: (1) outlining WILCO programs; (2) identifying goals and tasks to guide regional resource sharing; (3) beginning to execute coordinating functions. The project has demonstrated the value of a multistate organization, based on state library agencies, to catalyze and sustain cooperative activities of individual libraries and networking organizations. The appendices which form the bulk of this report include WILCO program plans and budget for fiscal year 1977, and several working papers describing the organization. (Author/KP)

**ED 136 746 95 IR 004 424**

*Montague, Eleanor A. And Others*

**Cost and Funding Studies of the Proposed Western Interstate Bibliographic Network. Final Report.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—475AH50102

Pub Date Nov 76

Grant—G00-75-00741

Note—62p.; For related documents, see IR 004 423-424, 429, 435 and ED 122 749

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Bibliographies, Cost Effectiveness, \*Costs, Data Analysis, Economic Factors, Financial Support, Interstate Programs, \*Library Networks, Library Planning, Library Research, Library Services, \*Library Surveys, \*Regional Cooperation, Research Design

**Identifiers—**United States (West), \*Western Interstate Bibliographic Network

The cost and funding studies project of the proposed Western Interstate Bibliographic Network began activities in July 1975. To support the development and implementation of western interstate bibliographic network capabilities, the project concentrated on the collection of cost

data in western libraries, the impact of network services on libraries, and identification of economic issues confronting network development. Major achievements included: (1) analysis of data from 100 libraries; (2) development of a handbook on network cost considerations; (3) investigation of economic issues in the networking of library technical support services; and (4) development of cost analysis instruments for technical services and interlibrary loan. In addition to considering survey research and methodology issues, cost analysis and sampling techniques, the project established a basis for empirical economic study. The appendices include a bibliography, lists of publications and participating libraries, and newsletters. (Author/KP)

**ED 136 747 95 IR 004 431**

*Conroy, Barbara, Ed.*

**Staff Development Model Book: Program Designs for Library Personnel.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—122p.; For related document, see ED 125 639

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**\*Libraries, Library Administration, Library Planning, Library Programs, \*Models, Personnel Needs, Professional Continuing Education, Professional Training, \*Program Descriptions, Program Design, \*Staff Improvement

**Identifiers—**United States (West), Western Interstate Library Coordinating Org

This compilation presents drafts and plans of staff development programs designed by participants of the Institute for Training in Staff Development for 21 western libraries. To provide a context for examination of the models, an overview outlines the necessary components for a successful staff development program. Section I considers staff development models in libraries, agencies and systems, whereas Section II is concerned with programs for state-wide library personnel. An annotated bibliography is included. (KP)

**ED 136 748 IR 004 435**

*Montague, Eleanor A. And Others*

**Cost and Funding Studies of the Proposed Western Interstate Bibliographic Network. Third Quarterly Report.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—475AH50102

Pub Date May 76

Grant—G00-75-00741

Note—100p.; For relevant documents, see IR 004 423-424, IR 004 428-429, and ED 122 749

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**Bibliographies, \*Costs, Data Analysis, Data Collection, Economic Factors, Financial Support, \*Interlibrary Loans, Interstate Programs, \*Library Networks, Library Planning, Library Research, Library Services, \*Library Surveys, \*Library Technical Processes, \*Regional Cooperation

**Identifiers—**United States (West), \*Western Interstate Bibliographic Network, Western Interstate Library Coordinating Org, WILCO

The cost and funding studies project of the proposed Western Interstate Bibliographic Network began activities in July 1975. Major activities during the third quarter included: (1) renaming of the program to Western Interstate Library Coordinating Organization (WILCO) to reflect the facilitating and coordinating role anticipated for the entire program; and (2) commencement of the Survey of Costs in Technical Processing and Interlibrary Loan, involving cost data collected in 100 libraries in 17 western states and British Columbia. The appendices which form the bulk of the report contain the program outline, definitions of sample strata for the Survey of Present Library Costs, analysis of the sample and response rate, and case study data collection activity sheets. (KP)

**ED 136 749 IR 004 438**

*Gassler, Scott*

**Economic Issues in the Networking of Library Technical Support Services.**

Western Interstate Library Coordinating Organization, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Oct 76

Grant—G00-75-00741

Note—23p.

Available from—WILCO, Western Interstate Commission for Higher Education, PO Drawer P, Boulder, Colorado 80302, \$1.50

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Costs, \*Economic Factors, Financial Support, Government Role, Grants, \*Information Networks, Library Administration, Library Automation, \*Library Networks, \*Library Technical Processes, Regional Libraries

**Identifiers—**Western Interstate Library Coordinating Org, WILCO

To acquaint library administrators with the economic issues of library networking, this guide of the Western Interstate Library Coordinating Organization (WILCO) outlines possible problems of a national technical services network. Market structures such as monopolies and oligopolies can exist among automated services, brokered services, and in the relationship of the Library of Congress (LC) with these services. Cost structures of the automated service industry should be examined for existing monopolies. Librarians should take steps to prevent the barriers to competition which encourage monopolies. The LC, being a library, information center, and cataloging data market, could continuously monitor the economic effects of network activities. Possible effects of a network include: (1) service and territorial monopolies; and (2) flexibility vs. standardization of data quality. Problems associated with sharing library technical services costs among libraries, government levels and private foundations are: (1) pricing arrangements; (2) research and development financing; and (3) intergovernmental fiscal relations. Empirical research is needed on the nature of costs and market structures for automated service, brokerage services and cataloging data. (KP)

**ED 136 750 IR 004 472**

*EUDEISED AV Bulletin. Experimental Issue.*

Council of Europe, Strasbourg (France).

Pub Date 76

Note—96p.; For related documents, see IR 004 425-426; Best copy available

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**\*Audiovisual Aids, Catalogs, Educational Resources, \*Experimental Programs, Filmographies, Foreign Language Films, Information Dissemination, \*Information Networks, Information Processing, Information Services, \*Instructional Media, \*International Educational Exchange, International Organizations, International Programs, Pilot Projects

**Identifiers—**EUDEISED, \*European Documentation and Information System

As part of an experimental project to investigate the feasibility of collecting, processing, and disseminating educational information in a standardized way regardless of language, 250 audiovisual aids (50 from each EUDEISED member nation) were catalogued. Entries were selected by a designated national information agency in each member country and cover a wide range of topics and teaching levels. Information provided for each aid includes title, author, producer, physical description, content summary, language, intended audience, use or teaching objective, international interest, and availability. Subjects are indexed in French and English to facilitate international information searches. A directory of national information agencies is provided. (STS)

**ED 136 751 IR 004 474**

*Bourne, Charles P.*

**DIALOG Lab Workbook. Training Exercises for the Lockheed DIALOG Information Retrieval Service.**

California Univ., Berkeley. Inst. of Library Research.

Pub Date Oct 76

Note—129p.

Available from—Institute of Library Research, University of California, Berkeley, Calif.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Computer Programs, Data Bases, Graduate Study, \*Information Retrieval, \*Library Education, On Line Systems, Search Strategies, \*Training, \*Workbooks

**Identifiers—**\*DIALOG, University of California Berkeley

This workbook is designed primarily for graduate library school students in a supervised laboratory setting as an adjunct to a formal course on computer based reference services. The DIALOG system has the capability to search several large on line files, and the workbook is designed to be used in conjunction with the Lockheed DIALOG Manual. Eight of the ten exercises cover basic instruction and drill of DIALOG commands and features, and the remaining two provide summary reviews and drills. Though not intended for self-instruction, the exercises may be done either individually or in group mode. Appendices include suffix, prefix, language and publication type codes, and LIMIT commands. (WBC)

ED 136 752 IR 004 482

Choquette, Diane McBride, Elizabeth  
United Nations Documents: A State of the Art Survey.

Emory Univ., Atlanta, Ga.

Pub Date 76

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cataloging, \*Indexes (Locators), \*Information Processing, \*International Organizations, Library Administration, Library Collections, Library Materials, Library Planning, \*Library Surveys, \*Library Technical Processes, Publications, Reference Materials  
Identifiers—IBID, International Bibliog Information Documentation, UNDEX, \*United Nations Documents

This survey was conducted in the Winter of 1974/75 to determine the procedures used at libraries for dealing with United Nations publications. Libraries were categorized on the basis of whether United Nations materials were integrated into the main collection or maintained separately. Analysis of the 88 responses to the survey questionnaire indicates that while there are no preferred methods for handling these materials, many libraries are dissatisfied with present procedures. Appended are: (1) the survey instrument, (2) a list of responding libraries, and (3) samples of cards utilized by various libraries for cataloging United Nations documents. (STS)

ED 136 753 IR 004 485

Karweit, Nancy  
Life History Data on the Occupational Effects of Obtaining Educational Credentials through Alternate Routes.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Jul 76

Grant—74-0097

Note—168p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Adult Education, \*Biographical Inventories, Computer Programs, Computer Science, \*Continuous Learning, \*Data Analysis, \*Data Processing, Employment Level, Information Retrieval, Information Storage, Occupational Aspiration, Part Time Students, Programming

This project report describes the process used to convert the retrospective life history data collected in 1969 at the Center for Social Organization of Schools at the Johns Hopkins University to a more usable form, the writing and testing of computer storage and retrieval programs for the data, and the initial interpretation of data relating to lifelong educational patterns of men. Part 1 provides a description of the unique characteristics of life history data and an explanation of the logic behind the storage and retrieval system. Part 2 contains the documentation for the computer tape including descriptions of each of the 15 life history variables. Part 3 explains the use of the life history Sample Retrieval Program. Part 4 describes the rates, incidence, and duration of educational activities for men in the Life History Sample, including the relationships of relevant background factors and occupational patterns. (STS)

ED 136 754 95 IR 004 489

Sage, Mary  
Continuing Library Education: An Interdisciplinary Approach.

Metropolitan Washington Council of Governments, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—197p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Budgeting, \*Communications, Consumer Protection, \*Demonstration Projects, Interagency Cooperation, \*Interdisciplinary Approach, \*Library Education, Library Planning, Personnel Management, \*Professional Continuing Education, Program Evaluation, Public Relations, Supervisory Training, Workshops

Six workshop modules were planned and conducted as a demonstration project for the development of an interdisciplinary continuing education program for librarians. Module subjects were: (1) communications techniques, (2) advertising and public relations, (3) personnel administration, (4) consumer protection information, (5) planning and budgeting, and (6) supervisory skills. These workshops were designed to provide factual information and practical experience through a variety of instructional formats, as well as to facilitate interlibrary and interagency communication. Appended are overviews of all six modules including course objectives, evaluation results, topics covered, resource materials, bibliographies, documents developed by instructors and participants, and samples of the instruments used to evaluate the workshops. (STS)

ED 136 755 IR 004 528

Crawford, Duane

ERIC as Cited by Doctoral Dissertations in Education: A Statistical Analysis with Commentary.

Pub Date 76

Note—23p.

Available from—Duane Crawford, 1317 A Hanover Drive, Champaign, Illinois 61820 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographic Citations, \*Data Bases, \*Doctoral Theses, Educational Research, Information Retrieval, Research Utilization, Statistical Analysis, \*Use Studies  
Identifiers—\*Educational Resources Information Center, ERIC

The ERIC (Educational Resources Information Center) citations in twenty doctoral dissertations in education, completed in 1969 and 1974 at the University of Illinois, were examined in this study. These dissertations dealt with research in health occupation, reading, career, mathematics, music, and English education. Comparisons were made between ERIC and non-ERIC citations, and between CUE (Current Index to Journals in Education) and RIE (Resources in Education) citations. Frequency counts and percentages of citations in different categories were indicated. User profiles were compared with previous research results. (SC)

ED 136 756 IR 004 537

Lopez-Munoz, Joanna

Bibliography on Public Service in Academic Libraries.

Maine Univ., Orono.

Pub Date Jan 77

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Bibliographies, \*College Libraries, Junior College Libraries, \*Library Services, Periodicals, Reference Materials, \*University Libraries

Approximately 1120 journal articles published between 1968 and 1975 are listed in this bibliography on public services in academic libraries. The major portion of the bibliography is devoted to articles, concerning college and university libraries in the areas of: (1) audiovisual materials; (2) circulation; (3) interlibrary loan; (4) microforms; (5) reference services; (6) relations with faculty and curriculum; (7) reserve collections; (8) serial publications; and (9) services to business and industry, minorities, special groups, the community and undergraduates. Other topics include: (1) automation; (2) current awareness information; (3) junior and community college libraries; (4) periodicals; (5) selective dissemination of information; and (6) use studies. An abbreviations list for periodicals indexed is provided. (KP)

ED 136 757 IR 004 538

Meadow, Charles T. And Others

A Plan for Library Cooperation in Pennsylvania.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Spons Agency—Pennsylvania State Library, Harrisburg.

Pub Date Jul 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrative Organization, \*Budgeting, \*Cooperative Planning, Costs, Guidelines, Information Networks, Libraries, \*Library Cooperation, \*Library Networks, \*Library Planning, Program Proposals, State-wide Planning

Identifiers—Pennsylvania  
A five year plan and budget for Pennsylvania library cooperative activities is outlined based on two goals: (1) libraries should support state educational, industrial, governmental, health and other information programs by joining in a state-wide library network to provide all publicly available information in the state to any citizen; and (2) libraries should serve as the link between the user's information needs and the library and non-library world of information. Interviews with library consortia representatives and librarians, and review of plans in other states reveal the strength of existing cooperative programs upon which proposals for new management procedures are built. Principal recommendations are: (1) better methods of library service delivery between cooperating institutions—i.e., location of materials and administration of interlibrary loans; (2) more effective leadership emphasizing the central role of the State Library; and (3) evaluation methods for cooperative activities. Changes in legislation are proposed to enable any library in the State to obtain service from any state aided library. (Author/KP)

ED 136 758 95 IR 004 540

Smith, Lotsee

Narrative Evaluation Report on the Institute for Training Library Aides in Pueblo Indian Schools.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—161p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—American Indians, \*Institutes (Training Programs), \*Library Education, \*Library Technicians, Media Specialists, \*Program Descriptions, School Libraries  
Identifiers—New Mexico, Pueblos

This institute was designed to train eight Pueblo Indian teacher aides in library media skills to serve as library paraprofessionals in Pueblo day schools. The program involved training in the following areas: (1) acquisition of materials, (2) selection of materials and equipment, (3) utilization, (4) evaluation, (5) production of materials, (6) equipment operation, and (7) maintenance and repair. The report includes program evaluations by the Director, instructors and field coordinators. A training model and names and addresses of participants are appended. (AP)

ED 136 759 IR 004 543

The South Carolina State Library. Seventh Annual Report, July 1, 1975—June 30, 1976.

South Carolina State Library, Columbia.

Pub Date 76

Note—36p.; For related document, see ED 121 264

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Annual Reports, College Libraries, County Libraries, Directories, Federal Aid, Institution Libraries, Interlibrary Loans, Librarians, Library Collections, \*Library Expenditures, Library Networks, \*Library Surveys, Publications, Public Libraries, State Aid, \*State Libraries, \*Statistical Data, Tables (Data), University Libraries, Use Studies

Identifiers—South Carolina

This seventh annual report of the South Carolina State Library provides descriptions of library services and programs as well as statistical data for 1975-76. Tables list figures for county library construction, circulation, interlibrary loans, and state and Federal expenditures. Information is also provided on income, expenditures, bookstock and personnel for college, university, public and institutional libraries. Directories of county library board chairmen and chief librarians of college, university, public, and institutional libraries are included. (KP)

ED 136 760 IR 004 544

Frankie, Suzanne

ARL Statistics, 1975-1976. A Compilation of Statistics from the One Hundred and Five Members of the Association of Research Libraries.



Association of Research Libraries, Washington, D.C.

Pub Date 76

Note—47p.; For related document, see ED 129 224

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Doctoral Degrees, Librarians, Library Collections, Library Expenditures, Library Surveys, Microforms, Periodicals, \*Research Libraries, Serials, \*Statistical Data, \*Tables (Data), University Libraries

Identifiers—\*Association of Research Libraries

This second annual statistical summary presents 1975-1976 data on the library collections, interlibrary loans, expenditures, and personnel of the 105 university and nonuniversity members of the Association of Research Libraries (ARL). Separate tables present figures on university enrollment, expenditures, Ph.D. degrees, and microform holdings by type. Member libraries are rank ordered by the following 13 factors: volumes in library, volumes added, microform holdings, current serials, professional staff, nonprofessional staff, total staff, materials expenditures, materials and binding expenditures, salaries and wages, total expenditures, total items loaned, and total items borrowed. (KP)

ED 136 761

IR 004 545

Mickey, Melissa

Problems and Programs in Continuing Professional Education. Working Paper No. 1.

Medical Library Association, Chicago, Ill.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date 74

Grant—NIH 5-R01 LM 12857-02

Note—94p.; For related documents, see IR 004 545-549

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Organizations (Groups), \*Professional Associations, \*Professional Continuing Education, \*Program Development

The role of the professional in society and problems and advantages of professional education are examined. Summarized in the report are some of the literature concerning factors which influence the form and content of continuing education for professionals; and attention is directed to the implications of this literature for program development by the Medical Library Association. The advantages and disadvantages of continuing education programs developed by business and industry, unions, associations, and the federal government are discussed. The writer feels that the most effective agency for coordinating the activities of these various sponsors of continuing education programs is the professional association. (Author/AP)

ED 136 762

IR 004 546

Washien, Joe

A Guide for Planning and Teaching Continuing Education Courses. Working Paper No. 2.

Medical Library Association, Chicago, Ill.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date 75

Grant—NIH-5-R01-LM-01857-02

Note—68p.; For related documents, see IR 004 545-549

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Adult Education, Educational Objectives, \*Educational Planning, Evaluation, \*Guidelines, \*Instruction, Instructional Aids, Learning, Learning Activities, \*Teaching Methods, \*Teaching Techniques

This report sponsored by the Medical Library Association makes recommendations on the planning and teaching of continuing education courses. Included are discussions of ways to determine the scope and objectives of a course, gear a course towards a target population, and limit a course in scope so as to include all material within a limited time period. Designing learning activities with special consideration for the importance of teacher and learner participation, and individualized instruction are also examined. A variety of instructional methods and techniques are presented as well as ways of evaluating instruction to determine whether course objectives have been met. (AP)

ED 136 763

IR 004 547

Mickey, Melissa

Developing a Plan for Affirmative Action—Human Rights Bibliography. Working Paper No. 3.

Medical Library Association, Chicago, Ill.

Spons Agency—National Library of Medicine (D-HEW), Bethesda, Md.

Pub Date 73

Grant—NIH 5-R01 LM 01857-02

Note—58p.; For related documents, see IR 004 545-549

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Affirmative Action, \*Bibliographies, Case Studies (Education), Civil Liberties, \*Job Training, \*Minority Groups, \*Program Development, Sensitivity Training, \*Special Libraries

Identifiers—Medical Library Association

As background for assessing the feasibility and desirability of program development in the area of human relations, a wide ranging literature search was conducted to locate materials which would be of use in designing, producing, and evaluating a human relations training program for the Medical Library Association. Information was uncovered in three different categories: (1) discussions of the possible forms the training could take, (2) discussions of actual programs used by other agencies, and (3) background materials which would be of use as a basis for the course designing process. Bibliographies were produced on the following topics: (1) Articles and books describing methods of laboratory education which are used to reduce racial prejudice; (2) literature on the case method of training personnel managers; (3) materials describing the specific problems of supervising minority group employees and the general problems of minority employment; (4) ERIC Research Reports selected from Research in Education, which contains the greatest number of accounts of human relations training programs; and (5) books on the promotion of interracial sensitivity. (Author/AP)

ED 136 764

IR 004 549

Virgo, Julie A. And Others

Continuing Education for Health Sciences Library Personnel. Final Report to the National Library of Medicine.

Medical Library Association, Chicago, Ill.

Pub Date 76

Grant—NIH-G-5-R01-LM-01857-01

Note—261p.; For related documents, see IR 004 545-549

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—\*Adult Education, Curriculum Development, \*Librarians, Literature Reviews, \*Medical Libraries, Needs Assessment, Questionnaires

Identifiers—Medical Library Association

This final report on continuing education for health science library personnel is a summary of documents IR 504 545-IR 504 548. Questionnaires used in the study and descriptions of courses offered in continuing education programs are appended. (AP)

ED 136 765

IR 004 550

Wassom, Earl Rees, Robert

University Library Organization and Administration in Latin America: The Development of a Pragmatic Model.

Western Kentucky Univ., Bowling Green.

Spons Agency—Inter-American Development Bank, Washington, D.C.

Pub Date 31 Aug 76

Note—236p.; Spanish edition available

Available from—Earl Wassom, Cravens Graduate Center, Western Kentucky University, Bowling Green, Kentucky 42101

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—\*Administrative Organization, Financial Support, Library Collections, \*Library Planning, Library Services, \*Organizational Development, Personnel, \*University Libraries

Identifiers—Venezuela

Presented is an assessment of the organization, procedures, personnel, fiscal support, and physical plant of the University of Los Andes library system. Field visits by a consultant team which placed assessors on the site for a total of 97 man-days were made during the March to June 1976 period. Assessment instruments were developed and administered to gather factual data. Personal interviews with librarians, support staff, university administrators, professors, and students to determine attitudes and needs were conducted. Instrument responses and interview data were analyzed and synthesized to present a coherent picture of the situation. A rationale was developed compatible with objectives and purposes for a Venezuelan institution of higher education. The assessment findings and rationale were melded

into a proposed model for the structure and functions of the University of Los Andes library system. Problems in organizational structure, fiscal support, physical facilities, staff qualifications, operational procedures, and technical processes were identified, solutions proposed, and recommendations were made. (Author/AP)

ED 136 766

IR 004 551

Edwards, Tom, Ed.

A Comparative Analysis of the Major Abstracting and Indexing Services for Library and Information Science; With Notes on Their Coverage of Archival Material.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-75/WS/25

Pub Date 75

Note—217p.; Best Copy Available

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Abstracting, Comparative Analysis, \*Indexing, \*Information Science, \*Information Services, Library Research, \*Library Science, Periodicals, Tables (Data)

Identifiers—Bulletin Signaletique, Information Science Abstracts, Library and Information Science Abstracts, Library Literature, Referativnyi Zhurnal

Six major indexing and abstracting services were studied to isolate similarities and differences, obtain raw data, and attempt to estimate primary material covered by the services. The 1973 issues of all services were examined and statistics were obtained for periodical and non-periodical entries. Data were analyzed and the services compared by: (1) subject arrangement, (2) coverage and overlap of periodicals, (3) core periodicals, (4) coverage of nonjournal material and archives, (5) timeliness, (6) bibliographic description, and (7) origin of abstracts. Services were found to be uneven in coverage and timeliness. The authors concluded that: (1) each service's view of the scope of the field governs coverage of library science and/or information science literature, and periodical and/or nonperiodical literature, and (2) the low circulation of the services may hinder financing of improvements. It was recommended that the editors and representatives of the publishers meet to explore the possibility of linking English language services into a single, comprehensive service. Extensive data tables, lists, and service profiles are included. (KP)

ED 136 767

IR 004 552

Harvey, John F.

University of Azarbadegan Faculty of Medicine Library Report.

Spons Agency—World Health Organization, Alexandria (Egypt). Eastern Mediterranean Regional Office.

Pub Date Jan 77

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Guidelines, \*Health Services, Librarians, Library Planning, \*Medical Libraries, University Libraries

Identifiers—Iran

This report presents guidelines and recommendations for developing the library which serves the Faculty of Medicine and its teaching hospitals at the University of Azarbadegan, Iran. The present library situation and recommendations, together with suggestions for their implementation, are offered. Recommended changes include the development of policies for materials collection, services, and processing. (AP)

ED 136 768

IR 004 553

Marshall, John

Library Services for Native People: A Brief to the Ontario Task Force on the Education of Native Peoples.

Pub Date 20 Nov 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American Indians, \*Community Information Services, Financial Support, Information Centers, Library Collections, Library Material Selection, \*Library Services, Public Libraries

Identifiers—\*Canada Natives, Ontario

Information is essential to the native people of Canada if they are to preserve their cultural heritage and determine their own destiny. The business of libraries being information, they need library services; however, they also need special

information which only they can create, and they need to participate in the production and dissemination of these tools for their own individual and communal development. This study examines the problem from three perspectives: access to existing library services, development of native-run library services, and effective cooperation between the two. Band councils in rural regions can establish government funded or branch libraries; however, band librarians have little training, and hours and facilities are generally poor. Few urban natives use available libraries due to lack of cultural understanding and the paucity of native materials in collections. Friendship Centres in cities and towns with native populations need to develop information services for natives. Ontario government funding is recommended for: (1) bookmobile services to native areas; (2) native Friendship Centres specializing in community information; (3) special resource centers; (4) native media materials for resource centers; (5) increased native publication and translations; (6) a clearinghouse for information on native materials; (7) recruitment of natives into library training programs; (8) seminars for public library administrators on special problems and needs in training native personnel; and (9) establishment of a native-run college with a library technician program. (KP)

ED 136 769 95 IR 004 554

Jahoda, Gerald

The Process of Answering Reference Questions. A Test of a Descriptive Model.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Library Research and Demonstration Branch.

Report No.—475AH50028

Pub Date Jan 77

Grant—G00-75-00619

Note—21pp.; For related document, see ED 111 421

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Instructional Materials, Learning Modules, Librarians, Libraries, \*Library Reference Services, Library Research, Material Development, Models, Question Answer Interviews, \*Questioning Techniques

Identifiers—\*Query Negotiation

This study was conducted to determine how librarians answer reference queries, and to develop instructional materials for teaching the answering process. Twenty-three science and technology reference librarians used and commented on a six-step model of the search strategy process. The model was then revised to include the following steps: (1) message selection; (2) selection of types of answer-providing tools; (3) selection of specific answer-providing tools; (4) selection of search headings; (5) answer selection; and (6) negotiation and renegotiation. An instructional module was developed for each step consisting of description and practice exercises. The modules were tested in three graduate library school reference courses, and revised according to faculty and student comments. The author recommended the development of guidelines for choosing lead-in tool search sequence and specific answer-providing tools, and stressed the need for empirical research. The appendices include the instructional modules, a survey of public library reference queries, and a computer-searched and printed index to reference queries. (KP)

ED 136 770 IR 004 555

South Carolina State Program for Library Development, 1976-1981. The Fourth Supplement to the 1972-1977 Program.

South Carolina State Library, Columbia.

Pub Date Sep 76

Note—51p.; For related document see ED 070 487

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Blind, County Libraries, Financial Support, Institution Libraries, Library Cooperation, \*Library Planning, Library Programs, \*Library Reference Services, \*Library Services, Non English Speaking, Physically Handicapped, \*Public Libraries, \*State Libraries, State Programs, \*Statewide Planning

Identifiers—Library Services and Construction Act, \*South Carolina

Goals and objectives for library services, 1976-1981, are presented by the South Carolina Ad-

visory Council on Libraries as a supplement to the original South Carolina State Program for Library Development, 1972-1977. Goals for the state library are in the areas of financial support, reference and interlibrary loan service, centralized programs, consultant services, services to state government, library planning, and current national and state concerns. Public library service goals are described for (1) personnel standards, administration, and training; (2) collection development; (3) extension services to those in rural areas, to the disadvantaged, aged, homebound, and those of limited English-speaking ability; (4) county services; (5) metropolitan library services; and (6) facilities. Standards, institutional support, consultant service, personnel, materials, service to professional staff, and special programs are discussed in relation to institutional library goals. Service to the blind and handicapped, interlibrary cooperation, area reference resource centers, public relations, a microfilm catalog shelflist, federal documents depository, ERIC, the interlibrary loan code, and intertype library cooperation are also covered. The basic state plan for library programs is appended. (KP)

ED 136 771 IR 004 557

Report 74. [Planning, Function of the Division of Library Development and Services].

Maryland State Dept. of Education, Baltimore.

Div. of Library Development and Services.

Pub Date 74

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Information Services, Library Cooperation, \*Library Networks, \*Library Planning, \*Library Services, \*Master Plans, Program Descriptions, Public Libraries, Reports, \*State Departments of Education, \*State Libraries, Statewide Planning, Statistics

Identifiers—Maryland

This report expands the planning function of the Maryland State Department of Education's Division of Library Development and Services outlined in the previous report of 1972-73. Overall objectives of the Division are to: (1) provide leadership and guidance for planning and developing state library and information service; and (2) develop statewide public and school library services, library networks, resource centers and other arrangements to meet State library and information needs. The report describes objectives, planning and activities of: (1) a master plan for Maryland libraries; (2) interlibrary cooperation; (3) state library network; (4) public library, school media and institutional services; (5) the State Library for the Physically Handicapped; and (6) the Media Services Center. Tables list statistics for: (1) Maryland public library income and expenditures; (2) public library personnel and construction; (3) public school media centers; (4) allocation and distribution of funding; (5) the State Library for the Physically Handicapped; and (6) the State Media Services Center. (KP)

ED 136 772 IR 004 559

A Bill to Extend and Revise the Library Services and Construction Act, and for Other Purposes...Library Services and Construction Act Amendments of 1977. S.602. 95th Congress, First Session.

Congress of the U.S., Washington, D.C. Senate.

Pub Date 3 Feb 77

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Federal Aid, \*Federal Legislation, Libraries, \*Library Services, Program Budgeting

Identifiers—\*Library Services and Construction Act

This document is the text of a Senate bill to extend and revise the Library Services and Construction Act. The amendments update and correct budget amounts, dates which are extended to 1982, and definitions. Clauses are added concerning major urban resource libraries. (Author/KP)

ED 136 773 IR 004 560

Specifications for Magnetic Tapes Containing Authority Record in the MARC Format.

Library of Congress, Washington, D.C.

Pub Date 20 Oct 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cataloging, Computer Science, Library Automation, \*Magnetic Tapes, \*Specifications

Identifiers—\*Machine Readable Cataloging, MARC

Magnetic tape format specifications for authority records distributed by the Library of Congress through the MARC Distribution Service—Subject and Name Authorities are described in this outline. Information is provided on segments and length of logical records, blocks, volume and file organization, and character set. (KP)

ED 136 774 IR 004 561

Mancill, James T.

Coordinating Information for Texas Educators.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Mar 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Bases, Elementary Secondary Education, Information Centers, \*Information Dissemination, Information Processing, \*Information Sources, Information Storage, \*Instructional Materials Centers, \*Program Coordination, \*Teacher Workshops

Identifiers—\*Texas

"Coordinating Information for Texas Educators" (CITE) is a project of the Texas Education Agency designed to develop and coordinate a comprehensive communication program for elementary and secondary schools and to include an adequate resource base and linkage system. Project CITE was designed by Region XIX Education Service Center to develop a pilot communication system to train people at the campus level to seek and use such information. The plan required six major activities: (1) approval of and commitment to the project by local school districts, (2) appointment of an advisory committee, (3) establishment of pilot school campuses, (4) on-site visits to pilot schools to establish procedural relationships, (5) strategies for effective communication with building level and central office personnel, (6) feedback and evaluation system. Designing the system took place in a six-hour workshop, the outcome of which was a series of methods to facilitate teachers' use of the CITE system, strategies to inform teachers about CITE, and a materials package. Appendices to the report include the instruments used in the workshop, and the script for a campus level presentation. (WBC)

ED 136 775 IR 004 562

St. Aubin, Raymond

Evaluation of C.A.I. as Used by Various Handicapped.

Pub Date 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Gains, \*Computer Assisted Instruction, \*Exceptional Child Services, Graphs, \*Handicapped Students, Learning Experience, Participant Satisfaction, \*Program Evaluation

Identifiers—Computer Curriculum Corporation, South Met Assn Low Incidence Handicapped IL

This paper summarizes a project undertaken by South Metropolitan Association for Low-Incidence Handicapped (SMA) in 1975 to provide handicapped children in the south suburban area of metropolitan Chicago with learning opportunities via computer assisted instruction. Students exhibiting hearing, visual mental, or other learning disabilities were enrolled in math, reading, or language arts programs prepared by Computer Curriculum Corporation. Anecdotal and objective performance data of 198 students were collected for project evaluation. Subjective descriptions offered by participating teachers illustrate students' responses to and interactions with the computer, and their own positive feedback. Graphically presented performance data indicate growth by handicapping condition and total average in each area. It is suggested that student progress is correlated with the amount of on-line exposure to the program. (SC)

ED 136 776 IR 004 563

Charconnet, Marie-George

Development of Educational Methods and Techniques Adapted to the Specific Conditions of the Developing Countries. Peer Tutoring: Operational Description of Various Systems and Their Applications.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Methods, Materials, and Techniques.

Pub Date 75

Note—72p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Cultural Factors, \*Developing Nations, Educational Development, \*Educational Methods, Educational Programs, Educational Technology, \*International Studies, \*Peer Teaching, Teaching Techniques, \*Tutorial Programs

This study describes various patterns of peer tutoring and is based on the use of cultural traditions and endogenous methods, on techniques and equipment acquired from other cultures, on problems presented by the adoption of educational technologies, and on methods needing little sophisticated equipment. A dozen peer tutoring systems are documented, primarily, the "Petites Ecoles" in France; the "Learning through Teaching," "Youth Teaching Youth," and "Keller Plan" in the United States; the "Madras System" in India; and the "Media-Activated Learning Groups" program in Denmark. It is concluded that peer tutoring is a flexible method, adaptable to different educational situations and to highly varied socio-cultural environments. It is equally adaptable to every educational level and is able to benefit from the most recent advancements in the field of media and from research findings in psychology and social psychology. It is thought to be a valid solution to certain problems in educational development in the countries of the Third World. (DAG)

ED 136 777

IR 004 564

Moore, James A. And Others

**A Goal-Oriented Model of Natural Language Interaction.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—ISI/RR-77-52

Pub Date Jan 77

Contract—N00014-75-C-0710; NR-154-374

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—\*Artificial Intelligence, \*Communication (Thought Transfer), \*Computational Linguistics, Computer Oriented Programs, Computers, Dialogue, \*Language Research, Man Machine Systems, Programming Languages

**Identifiers**—Dialogue Modeling

This report summarizes a research program in modeling human communication ability. The methodology involved selecting a single, naturally occurring dialogue, instructing a human observer to extract certain aspects relative to its comprehension, and then using these aspects to guide the construction and verification of the model. The model assumes a theory of language which states that people use language to pursue their own goals. Effective communication occurs in dialogues as the result of a common body of inter-related, cooperative goal structures. The report contains a detailed statement of the problem, a review of the state of related research, a description of the contributions of this research to linguistic theory, and a description of the research methodology. It then describes the model in its current state of development, discusses a detailed simulation, and explores the role of the observer in the research. (Author/WBC)

ED 136 778

IR 004 565

Levin, James A. Moore, James A.

**Dialogue Games: Meta-Communication Structures for Natural Language Interaction.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—ISI/RR-77-52

Pub Date Jan 77

Contract—N00014-75-C-0710; NR-154-374

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Artificial Intelligence, \*Communication (Thought Transfer), \*Computational Linguistics, Computer Oriented Programs, Computers, \*Dialogue, \*Games, Language Research, Man Machine Systems, Models, Programming Languages

**Identifiers**—Dialogue Modeling

Studies of natural dialogue indicate that people interact according to established patterns which are organized around the participants' goals. These patterns have been represented by a set of knowledge structures called "Dialogue-games" which are founded on conventional knowledge about communication and its uses to achieve goals. The "Parameters" of a Dialogue-game represent elements that vary across instances of a particular pattern, and the "Specifications" of these parameters represent the conditions which must be present for a particular Dialogue-game to be employed successfully. The "Components" are the expected sequence of intermediate states that occur during an instance of a particular conventional pattern. Representations of several Dialogue-games are presented, and a process model is discussed. (Author/WBC)

ED 136 779

IR 004 566

Mann, William C. And Others

**An Assessment of Reliability of Dialogue-Annotation Instructions.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—ISI/RR-77-54

Pub Date Jan 77

Contract—N00014-75-C-0710; NR-154-374

Note—67p.; For related document, see ED 112 871

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—\*Artificial Intelligence, \*Communication (Thought Transfer), \*Computational Linguistics, Computer Oriented Programs, Computers, \*Dialogue, \*Language Research, Man Machine Systems, Research Methodology

**Identifiers**—Dialogue Modeling

This report is part of ongoing research engaged in transforming knowledge of how human communication works into improvements in man-machine communication of existing and planned computer systems. The methodology includes having a trained "Observer" annotate transcripts of human communication in a prescribed manner. One of the issues, therefore, in evaluating the methodology is the reliability of the Observer's work. This report describes a test of Observer reliability. The test showed high reliability, and indicated that the observation methods are capable of deriving information which reflects widely shared perceptions about communication. It confirms the appropriateness and potential effectiveness of using this kind of observation in the dialogue-modeling methodology. (Author/WBC)

ED 136 780

IR 004 567

Levin, James A. Archbold, Armar A.

**Working Papers in Dialogue Modeling, Volume 1.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—ISI/RR-77-55

Pub Date Jan 77

Contract—N00014-75-C-0710; NR-154-374

Note—82p.; For Volume 2, see IR 004 568

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—\*Artificial Intelligence, Communication (Thought Transfer), \*Computational Linguistics, Computer Oriented Programs, Computers, Dialogue, \*Language Research, Man Machine Systems, \*Models, Programming Languages

**Identifiers**—Dialogue Modeling

The five technical working papers that comprise the two volumes of this document are related to the problem of creating a valid process model of human communication in dialogue. In Volume 1 both papers consider reference as a phenomenon in text. The first surveys reference identification and resolution methods in various existing natural language processors. The second paper explores the broader problem of reference, focusing on text reference and propositional reference. It develops problems and proposals for defining these categories of reference phenomena, and for detecting their presence. (Author/WBC)

ED 136 781

IR 004 568

Mann, William C. And Others

**Working Papers in Dialogue Modeling, Volume 2.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—ISI/RR-77-56

Pub Date Jan 77

Contract—N00014-75-C-0710; NR-154-374

Note—113p.; For Volume 1, see IR 004 567

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

**Descriptors**—\*Artificial Intelligence, Communication (Thought Transfer), \*Computational Linguistics, Computer Oriented Programs, Computers, Dialogue, \*Language Research, Man Machine Systems, \*Models, Programming Languages

**Identifiers**—Dialogue Modeling

The technical working papers that comprise the two volumes of this document are related to the problem of creating a valid process model of human communication in dialogue. In Volume 2, the first paper concerns study methodology, and raises such issues as the choice between system-building and process-building, and the advantages of studying cases over studying general language use. The second is a design paper on the MATCH process of the Dialogue Model System. The MATCH program examines a node in the workspace (WS) and one in the long term memory (LTM) and decides whether the WS node can be regarded as exactly the same concept as the LTM node or as a specific instance of the general concept represented by the LTM node. The paper explores methods for making MATCH efficient and selective. The third paper concerns the structure of persuasion dialogues, in particular how justification of actions appears in argumentation. The two argument forms examined are (1) "means-end" argumentation and (2) an argument from present speech-acts to statements about the present or future behavior of the author of those speech-acts. (Author/WBC)

ED 136 782

IR 004 569

Mann, William C.

**Man-Machine Communication Research: Final Report.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—ISI/RR-77-57

Pub Date Feb 77

Contract—N00014-75-C-0710; NR-154-374

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Artificial Intelligence, Communication (Thought Transfer), \*Computational Linguistics, Computer Assisted Instruction, Computer Oriented Programs, Computers, \*Dialogue, Input Output Devices, \*Language Research, \*Man Machine Systems, Models, Programming Languages

**Identifiers**—Dialogue Modeling

The general goal of this research and development program was to facilitate man-machine communication in areas of high military impact, including on-line computing in communications, command, and control. Highlights of this research include: identification of major causes of man-machine communication difficulty for the computer-naïve; discovery of major communication structures in human communication that have been omitted from man-machine communication; creation of a process model that exhibits these structures in a form which can be imitated in developing new man-machine processes; a new overview of the function of human communication. Additional research tasks included a survey of the future terminal needs of military computer assisted instruction (CAI), the development of capabilities for on-line interaction between scattered CAI experts, the production of modification kits which connect terminals to general purpose terminals, and the supplementation of knowledge about normal human communication with information gained from the study of communication disabilities. (Author/WBC)

ED 136 783

IR 004 572

Perica, Esther

**Public Relations. A Bibliography.**

Pub Date Jul 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.



**Descriptors**—Bibliographies, College Libraries, Librarians, Public Libraries, \*Public Relations, School Libraries, Special Libraries, University Libraries

One hundred and eighteen articles and books published between 1963 and 1976 are listed in this bibliography on public relations for public, academic, school, and special librarians. While the major portion of the bibliography is devoted to general works on public relations and the library, there are also separate, short sections on public, academic, church, special, and school libraries. (KP)

**ED 136 784**

IR 004 573

Herlig, Richard K.

National Dissemination Conference. Proceedings.

(9th, Kansas City, Missouri, June 22-24, 1976).

Council of Chief State School Officers, Washington, D.C.

Pub Date Jun 76

Note—76p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Conference Reports, \*Information Dissemination, \*National Programs, \*Projects, Summative Evaluation

**Identifiers**—\*National Dissemination Project

The objectives of this conference included (1) bringing conferees in contact with leaders of recent national dissemination endeavors, (2) allowing them to interact in voicing dissemination problems and posing possible solutions, and (3) eliciting concerns related to dissemination/diffusion efforts. The proceedings include lists of the participants, the program, and excerpts from reports on a number of conference highlights: National Dissemination Leadership Project, Dissemination Leadership Steering Committee, Council of Chief State School Officers Dissemination Resolution, NIE School Practice & Service, Interstate Project on Dissemination, Dissemination Analysis Group, and National Diffusion Network. Also included is an evaluation of the conference in terms of its objectives. Appendices contain a list of NIE School Practice and Service Grants, possible recommendations of the Dissemination Analysis Group Questionnaire, the conference evaluation instrument, and topical conference priorities. (WBC)

**ED 136 785**

IR 004 574

Dirlam, David K. Millar, James A.

Media and Creativity: Effects of Pictures on Ideational Fluency in Children.

Pub Date Apr 76

Note—9p.; Paper presented at the Annual Meeting of American Educational Research Association (New York City, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Analysis of Variance, \*Concept Formation, \*Creativity, Creativity Research, Creativity Tests, Grade 4, Grade 7, Grade 9, Imagery, Imagination, \*Pictorial Stimuli, Visual Perception

The effects of slide photos on ideational fluency in 240 children in grades IV, VII and IX were studied. Children listed uses of tires and knives and similarities between potatoes and carrots, and cats and mice. It was reasoned that stimuli which attract attention too closely to physical characteristics of objects directly under consideration should impede productivity of answers. The results strongly substantiated this prediction for grade IX but not for grades IV and VII. Presenting slides of "remote" objects (those not directly under consideration) was suggested as a more creative use of media for older children. (Author)

**ED 136 786**

IR 004 575

Robin, Stanley Bosco, James J.

Issues and Problems in Journal Publication.

Pub Date Apr 77

Note—10p.; Paper presented at the annual meeting of American Educational Research Association (New York City, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Computers, \*Cost Effectiveness, \*Evaluation, Financial Problems, Information Dissemination, \*Information Processing, Microfiche, On Line Systems, \*Quality Control, \*Scholarly Journals

Can or should journals survive? The increased cost of journal publication and the rising number of journals has resulted in inflating the cost of circulating good articles. The cost factor is also present in the potential conflict between the entrepreneurial and the scholarly functions of jour-

nals. Apart from costs, the time from submission to publication of journal articles has now reached up to three years in some cases, which exceeds the time required to publish a book, and eliminates one of the original advantages of journals. In an effort to overcome some of the financial problems, some journals have begun assessing page costs to authors. There may be alternatives to the present method of printing and circulating journals, including computer-based typesetting, and circulating only abstracts of articles with the full text available on microfiche. Another area of concern is the potential involvement of the Federal Government in journal publication, and the implications of this for professional and scientific journals. A further concern is raised by the minimal attention paid by professional educators to the vitality and utility of journals. (WBC)

**ED 136 787**

IR 004 576

Bosco, James J. Robin, Stanley S.

Educational Journals in the Development of the

Discipline: Issues and Problems. A Summary.

Western Michigan Univ., Kalamazoo.

Pub Date 77

Note—5p.; For related document, see IR 004 575

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Cost Effectiveness, \*Evaluation, Financial Problems, \*Improvement, Information Dissemination, \*Quality Control, \*Scholarly Journals, Symposia

This paper summarizes the introduction to a symposium designed to articulate issues and problems relative to the functioning of journals. The symposium concerned itself with questions such as: Are journals useful or important in the dissemination of information among scientists? To what extent do journals constrain or stimulate the development of the discipline? Do the procedures for journal publication constrain the development of the discipline? In what ways do changing economic and social conditions jeopardize the continuation of journals? Is there a conflict between creating and perpetuating literature and financial concerns? What modifications in journals would improve their effectiveness? Those taking part in the symposium were Stanley Robin and James Bosco; Florence Levinsohn, Managing Editor of "School Review"; Stanley Elam, Editor of "Phi Delta Kappan"; and Melvin Novick of the "Journal of Educational Statistics." Lee Shulman served as discussant, providing an analysis of the problems and issues raised in the presentations. (WBC)

**ED 136 788**

IR 004 577

Gotts, Edward E. And Others

Developing Instructional Television Products for Effective Parenthood: I. A National Assessment of Parent Education Needs.

Pub Date Mar 77

Note—74p.; Paper presented at annual meeting of the American Educational Research Association (New York City, April 4-8, 1977) For related document, see IR 004 271-273

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Child Development, Content Analysis, \*Educational Needs, \*Educational Television, Factor Analysis, \*National Surveys, \*Needs Assessment, \*Parenthood Education, Program Development, Questionnaires, Research Methodology, Resource Materials

This presentation reports the results of a national assessment study of parenting skills. The aim of this study was to provide direction for the development of a television series to improve and increase awareness of parenting skills among parents of young children and prospective parents. Over 200 existing media items were located and evaluated; existing parenting practices were analyzed from within parent-focused programs; and a national sample of nearly 1800 parents of young children was surveyed by a questionnaire designed to determine their needs and preferences for the series' educational content, instructional strategies, and production formats. Conclusions drawn from the study relate to instructional product development issues in television. The evaluation form and questionnaires are appended to the report. (Author/SC)

**ED 136 789**

IR 004 579

Fitzgerald, Anne Slichter, Charles P.

Solid State Physics in the People's Republic of China. A Trip Report of the American Solid State Physics Delegation.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.

Report No.—CSCPRC Report No. 1

Pub Date 76

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Educational Programs, Higher Education, \*Information Dissemination, Information Networks, Information Utilization, Manufacturing, \*Physics, \*Productivity, \*Research Utilization, Science Education, \*Scientific Enterprise, \*Technological Advancement, Use Studies, Work Experience Programs

**Identifiers**—\*China, Solid State Physics

This is the fifth chapter of a six chapter report which discusses Chinese research and education in solid state physics, and their relations to technology and the other sciences. This specific chapter concerns the communication of information in the scientific community and the transfer of information to students and practical users (manufacturers). The number of different modes of communication (formal/informal, written/oral) and the number of channels are essentially uninfluenced by international boundaries. However, the roles and characteristics of these channels are quite different in China because of differing goals, conditions, and historical backgrounds. A brief narrative appraisal is provided on the following channels: exchange of personnel, seminars, conferences, research journals, reports, travel and publication outside China, and libraries. The transfer of technology from research to production mainly involves personal contacts rather than reports and publications. The student-faculty groups at factories, student instruction at universities, and university staff product developments bear directly on the transfer of research to factory production. The dependence on person to person contacts for technology transfer works well given the relatively small scientific and technical establishments, and the small amount of information transfer between specialties. (DAG)

**ED 136 790**

IR 004 580

Butler-Paisley, Matilda And Others

Public Communication Programs for Cancer Control.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Cancer Inst. (NIH), Bethesda, Md.

Pub Date Feb 75

Contract—NO1-CN-45041

Note—235p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

**Descriptors**—Case Studies, Communications, \*Disease Control, Educational Planning, Health Education, \*Health Programs, \*Information Dissemination, Mass Instruction, Outreach Programs, Program Content, \*Program Evaluation, Program Planning, \*Public Health, Publicize

**Identifiers**—\*Cancer

For many years several organizations and agencies at the national, regional, and local level have sought to reduce the incidence of cancer by publicizing facts on prevention, screening/detection, and treatment. This report reviews 41 public communication programs on cancer. Fifteen of these are presented as detailed case studies, each having achieved some success in reaching the public, and each having unique features which could be incorporated in future programs. A series of recommendations and needs are described based on these reviews. Primary needs are identified as greater awareness of social science literature, and a less intuitive and more empirical rationale for strategy choice. Planning suggestions include pilot testing to match media with audience characteristics; specifying desired outcomes to measure effectiveness; specifying contexts of the program to avoid ineffective settings; and finally, consideration of the language, length, and complexity of the entire message for maximum effectiveness. It is also suggested that a regularly commissioned large scale survey be used to determine knowledge, attitude, and reported behaviors; that workshops of effective strategies for teaching the public be organized regionally, or nationally; finally, that all planners should contribute to a guide on public communication strategy that other planners could use. (DAG)

ED 136 791 95 IR 004 581

Dervin, Brenda And Others

The Development of Strategies for Dealing with the Information Needs of Urban Residents: Phase II—Information Practitioner Study. Washington Univ., Seattle. School of Communications.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Grant—G007500617

Note—873p.; For related document, see ED 125 640

**EDRS Price MF-\$1.67 HC-\$46.21 Plus Postage.**  
 Descriptors—Change Strategies, Communication Skills, \*Community Attitudes, Community Characteristics, \*Community Surveys, Daily Living Skills, Human Relations Organizations, Human Services, \*Information Needs, Information Services, Librarians, Library Role, Questionnaires, Tables (Data), \*Urban Population, Use Studies

This study constitutes the second phase of a three-phase project whose purpose is to develop strategies for dealing with the information needs of urban residents. The focus is on how the information practitioner can effectively deal with individual citizens. From Phase I (IR 003 729), an approach, called the client-in-situation approach, was developed. The purpose of this Phase II was to determine how well information practitioners cope with the client-in-situation approach and on what aspects they most need training. Data were collected via self-administered questionnaires to two samples of information practitioners serving adult citizens in the Seattle metropolitan area: 126 librarians from the two public library systems and 141 practitioners from human service agencies. The respondents filled in a two-hour questionnaire in which, among other things, they described their clients, their training strengths, and their visions of ideal systems for helping citizens. The findings led to a major conclusion: Information practitioners are not using, for the most part, a client-in-situation approach and need comprehensive training. (Author/DAG)

ED 136 792 IR 004 582

Roughton, Anne Powers, Audrey

An Outline of How to Plan a Workshop.

San Francisco Public Library, Calif. Bay Area Reference Center.

Pub Date Aug 76

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Guides, Library Programs, Planning, Program Evaluation, Program Planning, \*Workshops

This is a revision of a guide (IR 003 265) for planning a library workshop. It is presented in five parts: (1) the workshop planners, (2) planning the program, (3) the day of the workshop, (4) evaluation and followup, and (5) information sources. The major part of the guide is concerned with program planning and covers needs assessment, objectives, audience definition, selection of time and place, equipment and materials, presentation techniques, speakers, budgeting, kit materials, display plans, announcements, and agenda. Most of the instructions are given in outline form as check lists, questions, or brief directions. (DAG)

ED 136 793 IR 004 583

Petrizzi, David M. Wright, A. J.

Proposal for Implementation of Office of Educational Radio Services.

Auburn Univ., Ala.

Pub Date 17 Feb 77

Note—39p.; Best Copy Available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrative Policy, Broadcast Industry, \*Educational Radio, \*Federal Legislation, \*Needs Assessment, Programming (Broadcast), School Organization, \*State Legislation, \*University Administration

Auburn University's radio station is being faced with providing quality public radio programming with inadequate resources, including money, personnel, and university support. This proposal is directed to the university community and discusses the university radio station's problems at three levels. At the federal level, concerns relate to demonstrating community service, paying for frequency changes as a Class D station when higher classes begin local operations, adhering to minimum operating hours when averaged over a

whole year, and mandatory time sharing for less than 72 operating hours per week. On the state level, the primary concern is with crowding of the frequency bank in Alabama, while being locked into a fixed power output. Problems at the local level deal with organization and management difficulties. The proposal describes the needs and goals of public radio in general and offers recommendations and objectives toward improving Auburn's public radio station. (DAG)

ED 136 794 IR 004 585

Cable Television.

Federal Communications Commission, Washington, D.C.

Pub Date Jan 77

Note—22p.; Information Bulletin No. 18. For related document, see ED 070 301

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, Broadcast Industry, \*Cable Television, Certification, \*Community Antennas, \*Federal Legislation, Government Role, Programming (Broadcast)

This report provides information about cable television and the Federal Communications Commission's (FCC) responsibilities in regulating its operation. The initial jurisdiction and rules covered in this report pertain to the court test, public hearing, certificate of compliance, franchising, signal carriage, leapfrogging, access and origination cablecasting, pay cable, programming and technical performance requirement. Also described are regulations concerning microwave auxiliary facilities, pole attachment, cable system ownership, copyright, and citizen participation. (SC)

ED 136 795 IR 004 586

Educational Radio.

Federal Communications Commission, Washington, D.C.

Pub Date Jan 77

Note—20p.; Information Bulletin No. 17. For related document, see ED 064 904

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, \*Broadcast Industry, Certification, \*Educational Radio, Federal Legislation, Government Role, \*Programming (Broadcast), \*Radio Technology

This report summarizes information about the history, technology, and operation of educational radio in the U.S. Also presented are the Federal Communications Commission's (FCC) rules and regulations concerning the licensing and channel assignment of educational radio, and its auxiliary special broadcast services. Included are the application procedures, networks and sources of programming, sources of funding, and a list of organizations and government agencies with an interest in educational radio. (SC)

ED 136 796 IR 004 587

A Short History of Electrical Communication.

Federal Communications Commission, Washington, D.C.

Pub Date Feb 77

Note—17p.; Information Bulletin No. 6. For related document, see ED 064 944

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, \*American History, Broadcast Industry, Federal Legislation, Mass Media, \*Technological Advancement, \*Telecommunication, \*Telephone Communication Systems

This report presents a brief history of the development of telecommunication from Samuel Morse's invention of electromagnetic telegraph in 1838 to the present. Technological advancement is examined in the development of wire telegraph, ocean cable telegraph, wire telephone, radiotelegraph, radiotelephone, AM (amplitude modulation) and FM (frequency modulation) broadcast, television broadcast, color television, pay television, educational broadcast, cable television, and other radio uses. Also discussed is the role of the Federal Communications Commission (FCC) in regulating broadcast and special radio services after 1934. (SC)

ED 136 797 IR 004 588

Letter to a Schoolboy.

Federal Communications Commission, Washington, D.C.

Pub Date Dec 76

Note—11p.; Information Bulletin No. 14. For related document, see ED 064 943

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Agencies, \*Broadcast Industry, Federal Legislation, Government Role, \*Telecommunication

Addressed particularly to grade school children, this report summarizes the responsibilities of the Federal Communications Commission (FCC) in regulating the broadcast industry, pay television, cable television, common carriers, and radio services for safety and special uses. Also described are its field engineering and monitoring activities. (SC)

ED 136 798 IR 004 589

Common Carrier Services.

Federal Communications Commission, Washington, D.C.

Pub Date Jul 76

Note—21p.; Information Bulletin No. 8. For related document, see ED 064 942

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, \*Communication Satellites, Federal Legislation, Government Role, Technological Advancement, \*Telecommunication, \*Telephone Communications Industry

This bulletin outlines the Federal Communications Commission's (FCC) responsibilities in regulating the interstate and foreign common carrier communication via electrical means. Also summarized are the history, technological development, and current capabilities and prospects of telegraph, wire telephone, radiotelephone, satellite communications, ocean cable telegraph, and radiotelegraph. (SC)

ED 136 799 IR 004 590

How to Apply for a Broadcast Station.

Federal Communications Commission, Washington, D.C.

Pub Date Feb 77

Note—10p.; Information Bulletin No. 2. For related document, see ED 063 785

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Broadcast Industry, \*Certification, \*Federal Legislation, Radio, Television

Outlined are the application procedures for authorization from the Federal Communications Commission (FCC) for constructing and operating a radio or television broadcast station. Instructions for selecting a facility, applying for a construction permit, and giving local public notice of intention are provided, as well as sections on hearing procedures, construction permits, licenses and license renewals, sales and transfers, construction changes, and application fees. (SC)

ED 136 800 IR 004 591

Educational Television.

Federal Communications Commission, Washington, D.C.

Pub Date Aug 76

Note—29p.; Information Bulletin No. 12. For related document, see ED 063 786

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrative Agencies, Broadcast Industry, \*Cable Television, Certification, Communication Satellites, \*Educational Television, \*Federal Legislation, Government Role, Programming (Broadcast)

Aspects of educational television (ETV) covered in this report include its history, growth and development, noncommercial television broadcast stations, instructional television fixed service (ITFS), microwave relay system, television signal translators, cable systems, and the use of satellites. The report also outlines the Federal Communications Commission's (FCC) rules and regulations pertaining to ETV, sources of governmental and private funding, application procedures, construction permit, program testing, networks and sources of programming, along with a list of application forms, organizations and government agencies with an interest in ETV. (SC)

ED 136 801 IR 004 592

The FCC and Broadcasting.

Federal Communications Commission, Washington, D.C.

Report No.—BBP-8310-100

Pub Date Jan 77

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, \*Broadcast Industry, Certification, \*Federal Legislation, Government Role, \*Programming (Broadcast), Publicize, \*Radio, \*Television

This report outlines the Federal Communications Commission's (FCC) regulatory authority over the licensing and operation of commercial, educational, and public broadcasting in the United States. Also described are rules and regulations governing the program content and advertising, in relation to the fairness doctrine, free speech, and public interest. The report contains a list of professional organizations and publications pertaining to radio and television broadcasting. (SC)

**ED 136 802** IR 004 593

**Field Operations Bureau.**

Federal Communications Commission, Washington, D.C.

Pub Date Jul 76

Note—6p.; Information Bulletin No. 15

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, \*Certification, Fines (Penalties), Government Role, \*Law Enforcement, \*Radio Technology, Supervision

This bulletin describes the major responsibilities of the FCC (Federal Communications Commission) Field Operation personnel regarding the administration and enforcement of communications regulations. Their duties include inspecting the compliance of radio stations, investigating unauthorized operation, monitoring radio transmission, examining and licensing, locating interference sources, reporting violations, and handling complaints. (SC)

**ED 136 803** IR 004 594

**Memo to All Young People Interested in Radio.**

Federal Communications Commission, Washington, D.C.

Pub Date Feb 77

Note—5p.; Information Bulletin No. 13

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Broadcast Reception Equipment, \*Certification, Fines (Penalties), Law Enforcement, \*Radio Technology, \*Teenagers

Unlicensed radio operation may interfere with regular broadcast reception and radio communication for safety services. In this bulletin, the Federal Communications Commission (FCC) advises teenagers not to violate the law, but to pursue their interest in radio broadcast by joining the Amateur Radio Service or qualifying for a commercial permit. Sources of additional information are provided. (SC)

**ED 136 804** IR 004 595

**Safety and Special Radio Services.**

Federal Communications Commission, Washington, D.C.

Pub Date Dec 76

Note—20p.; Information Bulletin No. 7

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Aviation Technology, Emergency Programs, Forestry, Industry, Navigation, Professional Services, Radar, \*Radio, \*Safety, \*Special Services, Transportation

Numerous radio stations across the nation perform nonbroadcast services in areas ranging from aviation, forestry protection, and telephone maintenance to amateur and citizen radio. These services can be grouped in four general categories: (1) safety, (2) industry, (3) land transportation, and (4) miscellaneous purposes. This bulletin briefly describes some 50 radio services which comprise the Safety and Special Radio Services, and FCC (Federal Communications Commission) regulations for these stations. (SC)

**ED 136 805** IR 004 596

**Broadcast Services. Information Bulletin No. 3.**

Federal Communications Commission, Washington, D.C.

Pub Date Jan 77

Note—41p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrative Agencies, \*Broadcast Industry, Certification, Federal Legislation, Government Role, \*Mass Media, \*Programming (Broadcast), \*Telecommunication

Radio and television broadcasting is authorized and regulated by the Federal Communications Commission (FCC). Following a brief description of the development of broadcasting, broadcast regulations, and the Commission, this report examines various aspects of the subject pertaining to the fairness doctrine, political broadcasting, advertising, sale of time, station management, broadcast industry's self-regulation, monopoly, broadcast receivers, call letters, and national

defense. Also included are the history, technological development, current capabilities, and services of AM (amplitude modulation), FM (frequency modulation) and television broadcasting; educational, international and experimental broadcasting; broadcast relay by satellite; and auxiliary broadcast service. The growth of broadcast services is presented in numerical tables. (SC)

**ED 136 806** IR 004 597

**The FCC in Brief.**

Federal Communications Commission, Washington, D.C.

Pub Date Nov 76

Note—10p.; Information Bulletin No. 4. For related document, see IR 004 598

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Agencies, Broadcast Industry, Certification, \*Communications, \*Government Role, Law Enforcement, National Defense, Safety, Special Services

The Federal Communications Commission (FCC), created by the Communications Act of 1934, is an independent federal agency charged with regulating interstate and foreign communications by means of radio, television, wire, cable, and satellite. This bulletin briefly describes its objectives, activities, functions, organizational structure, the regulation of various means of communication and licensing; and the Commission's role in international communications, safety protection, and national defense. (SC)

**ED 136 807** IR 004 598

**Regulation of Wire and Radio Communication.**

Federal Communications Commission, Washington, D.C.

Pub Date Oct 76

Note—12p.; Information Bulletin No. 10. For related document, see IR 004 597

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, Broadcast Industry, Certification, \*Communication Satellites, \*Federal Legislation, Government Role, \*Telecommunication, \*Telephone Communications Industry

This bulletin reviews early federal regulation of telegraphy, telephone, and radio communications, and the development of the Radio Acts of 1912 and 1927, the Communications Act of 1934, and the Communications Satellite Act of 1962. A large portion of the discussion focuses on the regulatory power and procedures of the Federal Communications Commission (FCC). (SC)

**ED 136 808** IR 004 599

**Subscription Television (STV)—Pay TV**

Federal Communications Commission, Washington, D.C.

Pub Date Dec 76

Note—10p.; Information Bulletin No. 16

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, Broadcast Industry, \*Certification, \*Commercial Television, \*Federal Legislation, Government Role, \*Programming (Broadcast)

Identifiers—Pay Television

Subscription television (STV), established by the Federal Communications Commission (FCC) in 1968, involves transmitting television programs over the air to viewers who pay for the service. The development, trial operation, and test results of subscription television are described in this report, along with four Commission reports, and FCC regulations concerning its operation and programming. (SC)

**ED 136 809** IR 004 600

**Information Services and Publications of the FCC.**

Federal Communications Commission, Washington, D.C.

Pub Date Jan 77

Note—17p.; Information Bulletin No. 1.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Agencies, Broadcast Television, \*Communications, Federal Legislation, \*Government Publications, \*Information Services, Radio

A wide range of information services and publications are provided by the Federal Communications Commission (FCC) to inform the public of its activities. Services include daily news releases and a Public Reference Room where broadcast applications, station records, and Commission hearing proceedings are available for inspection. Publications contain information bulletins, trans-

cripts of hearings, program information, and materials on legal and technical matters. Their availability and sources of contact for further information are listed. (SC)

**ED 136 810** IR 004 601

**Regulatory Developments in Cable Television.**

Federal Communications Commission, Washington, D.C.

Pub Date Apr 76

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Broadcast Industry, \*Cable Television, Certification, \*Citizen Participation, Community Antennas, Educational Television, Federal Legislation, Information Networks, \*Programming (Broadcast), \*Public Policy, Public Television, Standards, Telecommunication

This report summarizes major rule making actions since 1972, current rules and regulations, and guidelines for citizen participation in FCC (Federal Communications Commission) processes related to cable television regulation. A large portion of the report pertains to current rules and regulations in the areas of certificate of compliance, franchising standards, definition of cable television system, signal carriage, program exclusivity, pay cable, regulation of nonbroadcast channels, cable system ownership, technical performance requirements, pole attachment, microwave auxiliary facilities, and equal employment opportunity in cable television systems. Also described are procedures for public participation in regulatory processes via applications for certificates of compliance, petitions for waiver of the rules of other special relief, and orders to show cause. (Author/SC)

**ED 136 811** IR 004 605

**Educational Broadcasts of NHK.**

Japan Broadcasting Co., Tokyo

Pub Date 77

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Children, Correspondence Courses, \*Educational Radio, \*Educational Television, Elementary Grades, Handicapped Children, Higher Education, \*Programming (Broadcast), \*Public Television, Secondary Grades

Identifiers—\*Japan, Japan Broadcasting Company, NHK, \*Nippon Hoso Kyokai

Presented is an overview of the full range of educational and cultural broadcasts offered by Nippon Hoso Kyokai (NHK). NHK, or the Japan Broadcasting Company, is the only public service broadcasting organization in Japan. It produces instructional programs from the kindergarten level to high school via its television and radio network. These programs cover the Japanese language, science, social studies, English, music, art, ethics, home economics, and environmental studies; this booklet lists the schedule of school broadcasting for 1976. Programs for correspondence education at senior high school and college levels are also offered. In addition to the school programs, there are special programs for handicapped children, and social education programs in foreign language, vocational skills, agriculture and forestry. Also provided are programs designed for special audiences, including children, women, young people, and businessmen. The purpose of NHK programming in each of these areas is discussed briefly. (SC)

**ED 136 812** IR 004 606

**Montague, Eleanor A. And Others**

**Initiating the Design and Development of a Western Interstate Bibliographic Network. Second Quarterly Report. October-December 1975.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 25 Feb 76

Grant—CLR-614

Note—60p.; For related documents, see ED 122 750 and 758 and IR 004 423, 430 and 607

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Bibliographies, \*Library Networks, \*Library Planning, Program Development, Publications, \*Regional Cooperation, Regional Libraries, \*Telecommunication

Identifiers—United States (West), \*Western Interstate Bibliographic Network



The Western Interstate Commission for Higher Education (WICHE) received a year's grant from the Council on Library Resources to design and develop a library network for 17 western states. Major activities of the second quarter included: (1) hiring the project director; (2) continuing to acquire information on recent developments in networking; (3) visiting major library organizations in the Pacific Northwest to explore their participation in the network; (4) initiating a study of telecommunications needed for libraries; (5) nominating the persons to be appointed to the network organizing steering committee; and (6) preparing the first newsletter to bring western librarians up to date on the project. The appendices include a cost and funding study summary, financial report, survey results, and the first newsletter. (Author/KP)

**ED 136 813** IR 004 607

Montague, Eleanor A. And Others  
Initiating the Design and Development of a Western Interstate Bibliographic Network. Third Quarterly Report. January-March 1976. Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.  
Pub Date 31 May 76  
Grant—CLR-614

Note—99p.; For related documents, see ED 122 748 and 750 and IR 004 423, 430 and 606

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Bibliographies, Data Bases, Governance, \*Library Networks, \*Library Planning, \*Organization, Program Development, \*Regional Cooperation, Regional Libraries, Serials, Union Catalogs

Identifiers—United States (West), \*Western Interstate Bibliographic Network, Western Interstate Library Coordinating Org, WILCO

The Western Interstate Commission for Higher Education (WICHE) received a year's grant from the Council on Library Resources to design and develop a library network for 17 western states. During the third quarter, work centered around defining a legal basis, governance structure, role, and appropriate level of program activity for the network. Major activities included: (1) election of the organizing Steering Committee Executive Board; and (2) meetings with bibliographic network directors and Library of Congress (LC) network planning representatives. Discussions centered on the project's relationship with existing networks and LC, and library resource sharing. The Executive Board and Western Council of State Librarians restructured the Western Interstate Commission for Higher Education (WICHE) library program into a coordinating and catalyzing agent for regional resource sharing activities, renaming it the Western Interstate Library Coordinating Organization (WILCO). The appendices include minutes of the Steering Committee meeting, results of a survey of union serials data bases, and financial report. (Author/KP)

**ED 136 814** IR 004 608

Hauck, Alice Markey, Karen  
Bibliography/1. Fine Arts Reference Books. Johns Hopkins Univ., Baltimore, Md. Milton S. Eisenhower Library.  
Pub Date Aug 76  
Note—74p.

Available from—Reader Services Office, Milton S. Eisenhower Library, Johns Hopkins University, Baltimore, Maryland 21218 (\$3.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Fine Arts, Library Collections, \*Reference Books, University Libraries

This annotated bibliography of art reference books in the Eisenhower Library's Art Reference Department at Johns Hopkins University serves as the culmination of a joint venture between the General Reference Department and History of Art Department. The library's Art Reference room is adjacent to the Fine Arts stacks in the library and serves undergraduates as well as graduate students and faculty. It is divided into eight general subject areas: (1) Bibliography, (2) Biography, (3) Dictionaries-Art, (4) Dictionaries-Language, (5) General Surveys, (6) Iconography, (7) Sources and Documents, and (8) Topography. Within each field, those books whose contents correspond to the appropriate subject heading are

arranged by call number. Entries in the Bibliography are listed in shelf list order. Annotations and full bibliographic data excluding citation are given for all 166 titles in the collection; in some cases, entries are evaluated and assessed concerning their value in art historical research. Books received after July 31, 1976 are excluded from the bibliography. All entries are numbered consecutively throughout the text. An author/title index concluding the bibliography provides both entry and page numbers for each item. (Author/AP)

**ED 136 815** IR 004 609

Aubrey, Irene E.  
Notable Canadian Children's Books. National Library of Canada, Ottawa (Ontario).  
Pub Date 74  
Note—103p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Annotated Bibliographies, \*Canadian Literature, \*Children's Literature, Fiction, Nonfiction, School Libraries  
Identifiers—Canada

This annotated bibliography dealing with Canadian children's books aims to show the historical development of the literature. Included within the bibliography are: (1) notable Canadian books from the eighteenth century to the modern period, (2) lists of books which were awarded a bronze medal for the years 1947-1975, and (3) a list of fiction for the young French Canadian. Although historically Canadian children's literature has been sparse, the notable improvement of late in the quality of writing, illustration, and overall design and production is encouraging. Introductory materials are in both French and English; parts 1 and 2 of the bibliography are in English, and part 3 is in French. (AP)

**ED 136 816** IR 004 611

Aubrey, Irene E.  
Sources of French Canadian Materials for Children. National Library of Canada, Ottawa (Ontario).  
Pub Date Sep 76  
Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Canadian Literature, \*Children's Literature, \*Resource Guides, School Libraries  
Identifiers—Canada

A list of 29 sources of French Canadian materials for children has been compiled including addresses of publishing agencies, catalog numbers, and prices of the catalogs. The information pamphlet was issued in both French and English. (AP)

**ED 136 817** IR 004 612

EUDISED Project. First Meeting of Working Party on Selection Criteria for EUDISED R & D.

Council for Cultural Cooperation, Strasbourg (France).  
Report No—DECS/Doc-(76)-27  
Pub Date 17 Dec 76

Note—7p.; For related documents, see IR 004 425-426, IR 004 472 and ED 110 026

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Educational Research, \*Educational Resources, \*Information Networks, Information Processing, International Educational Exchange, \*Planning Meetings, Publications, \*Research Criteria, Selection

Identifiers—EUDISED, Europe, \*European Documentation and Information System

Background information and an outline of major activities of the first EUDISED Working Party on Selection Criteria meeting of December 1976 are presented. The purpose of the EUDISED project is to coordinate information exchange activities in educational documentation and information in Europe. Criteria for selection of national projects to report, process, and publish are re-examined, and suggestions made concerning the future of EUDISED research and development. (KP)

**ED 136 818** IR 004 613

Holley, Edward G. And Others  
Resources of South Carolina Libraries. Spons Agency—South Carolina Commission on Higher Education, Columbia.  
Pub Date 76  
Note—185p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—College Libraries, Data Analysis, Junior College Libraries, \*Library Collections, Library Planning, \*Library Research, Library Services, \*Library Surveys, Medical Libraries, Public Libraries, \*State Colleges, State Surveys, \*State Universities, Tables (Data), University Libraries

Identifiers—\*South Carolina

The South Carolina Commission on Higher Education and the Postsecondary Planning Commission conducted this study of the library resources and needs of South Carolina postsecondary institutions as part of its goal to improve the quality of South Carolina state higher education programs. Questionnaires sent to college libraries were designed to test the quality of collections by checking standard bibliographies, based on 1975 Association of College and Research Libraries (ACRL) Standards. Public library use was surveyed, annual statistical reports were consulted, and visits were made to university, college, public, and industrial libraries for further information. Five separate analyses were generated concerning: (1) South Carolina's two general purpose universities, (2) public and private senior colleges, (3) two-year postsecondary educational institutions, (4) health and science libraries, and (5) public libraries as they relate to postsecondary education. Twenty major recommendations were made for constructive action to improve the effectiveness, economy, and progress of library services. The appendices provide survey forms, 1974-1975 South Carolina statistical summaries, and the ACRL Standards. (KP)

**ED 136 819** IR 004 615

Kerack, Ann  
A Basic Behavioral Objectives Library Package. Pub Date Mar 77  
Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Behavioral Objectives, \*College Freshmen, \*College Libraries, \*Instructional Materials, \*Library Instruction, Programed Materials

This library learning package designed for students at New Hampshire Vocational Technical College introduces freshmen to the use of a small college library. Covering eight specific objectives, this self-instructional unit takes two class sessions to complete, and familiarizes students with the card catalog, Library of Congress classification system, subject headings, and location of materials on the shelves. A self test to be corrected by the librarian is included. (KP)

**ED 136 820** 95 IR 004 617

Gottlob, Helen R.  
College Library Prototype Tutorial Program to Prepare Adults for CLEP Examinations. Immaculate Heart Coll., Los Angeles, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Sep 76

Grant—G00-75-00620  
Note—78p.; Not available in hard copy due to marginal legibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Education, College Credits, College Libraries, \*College Preparation, \*Library Programs, \*Tests, \*Tutorial Programs, \*Tutoring

Identifiers—\*College Level Examination Program

Immaculate Heart College has been awarded a grant by the Office of Education to act as a center and coordinating agent for a prototype tutorial program to prepare adults for CLEP Examinations. The objective is to reach adults within the Los Angeles community who possess the potential for a college degree but who are either unaware of the alternatives for entering college, or afraid of failing as college students. An experimental adult education program launched in 1975 by the college clearly indicated an untapped adult potential in the area, large numbers unaware of CLEP, fearful of taking tests, and of the academic world itself, and uneasy about study habits. The program utilized the resources of the library, individual faculty consultants and student tutors, and combined academic preparation with a focus on the means of alleviating such fears. (Author/AP)

**ED 136 821** IR 004 618

Lerner, Ivy  
The Future of Reference Services in the Public Library.

Pub Date Mar 77

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Information Services, \*Futures (of Society), \*Information Needs, \*Library Planning, \*Library Reference Services, \*Public Libraries

The public library is often regarded as serving peripheral rather than vital needs of the community. Because funding is limited, people need to be made aware of the library's potential role in society. Society has become information rich with increased white collar jobs and growth of the information segment of education, research and development, communications media, information machines and services. Information must be selected, ordered, processed, and made available to satisfy all potential public demands. Improvements in technology, networking and bibliographic structure, and the introduction of systems concepts into libraries will determine the future of reference services. To improve the quality of services, new goals and standards in information delivery must be developed and reference librarians must better anticipate user and nonuser needs. Research on information needs governed by societal trends can aid in developing reference programs. Current job, business information, information on women, on line reference retrieval, and community resource file services will expand and improve in the future to better meet user needs. (KP)

ED 136 822

IR 004 621

Lamberski, Richard J.

Visual Literacy.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Nov 76

Note—43p.; AECT Research and Theory Division Newsletter; vN3 November 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Audiovisual Aids, Cognitive Development, \*Definitions, \*Educational Research, \*Educational Resources, Information Sources, Media Research, Nonverbal Communication, Research Needs, \*Visual Learning, \*Visual Literacy, Visual Perception

A series of articles examines visual literacy from the perspectives of definition, research, curriculum, and resources. Articles examining the definition of visual literacy approach it in terms of semantics, techniques, and exploratory definition areas. There are surveys of present and potential research, and a discussion of the problem of externalization. A model designed to generate hypotheses in visual language is presented, and there is an article on the potential use of holography in the classroom. Another article describes an attempt to interpret nonverbal language through the nonverbal analysis of photographs. Basic considerations in including visual literacy in the school curriculum are presented; two examples of teachers using the concept of visual literacy in teaching are given; and television is dealt with as a topic of concern. The series concludes with suggestions of resources in visual literacy, including organizations, programs, resource people, and a bibliography. (WBC)

ED 136 823

IR 004 622

Spitzer, Dean R.

Research Into Educational Futures.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.

Pub Date Feb 77

Note—35p.; AECT Research & Theory Division Newsletter; vVI n1 February 1977

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Democracy, \*Educational Research, \*Educational Technology, \*Futures (of Society), Games, Instructional Design, Librarians, Science Fiction, Teacher Education, Visual Learning

Identifiers—Delphi Technique

A series of articles examines the subject of educational futures, including discussions of the relevance of the topic to the training of teachers and librarians. Three games for future forecasting (SCIFI, AFAR and FAR) and a mini-delphi technique are included. A scheme for viewing alternative futures in Educational Technology through the use of matching future trends and development with categories of analysis is presented. There are discussions about analogical forms of language behavior, the future of in-

structional development, and the application of science fiction to educational technology futures. (WBC)

ED 136 824

IR 004 623

Demonstration and Evaluation of the PLATO IV Computer-Based Education System. Computer-Based Education for a Volunteer Armed Service Personnel Program. Semi-Annual Report.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—ARPA 2245

Pub Date 76

Contract—DAHC-15-73-C-0077

Note—68p.; For related document, see IR 004 623-624

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Armed Forces, \*Computer Assisted Instruction, Computer Graphics, Computer Output Microfilm, \*Computer Programs, Microfiche, Microreproduction, \*Research Projects, \*Technical Reports

Identifiers—\*PLATO IV, University of Illinois

This report describes a program aimed at the demonstration, test, and evaluation of the educational and economic effectiveness of the PLATO IV computer-based education systems as implemented in several geographically dispersed military training sites. Also described is a program designed to increase the cost effectiveness of the PLATO system, both in its deployment in the Advanced Research Projects Agency (ARPA) community and in its continuing development as a national resource for education. (Author)

ED 136 825

IR 004 624

Van Arsdall, Paul Jon

A High Resolution Graphic Input System for Interactive Graphic Display Terminals. Appendix B.

Illinois Univ., Urbana. Computer-Based Education Lab.

Pub Date 76

Contract—DAHC-15-73-C-0077

Note—68p.; For related document, see IR 004 623

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Autoinstructional Aids, Computer Assisted Instruction, \*Computer Graphics, Computer Science, \*Display Systems, Input Output Devices, Instructional Media, \*Man Machine Systems, Programming, \*Technical Reports, \*Technological Advancement

Identifiers—PLATO IV

The search for a satisfactory computer graphics input system led to this version of an analog sheet encoder which is transparent and requires no special probes. The goal of the research was to provide high resolution touch input capabilities for an experimental minicomputer based intelligent terminal system. The technique explored is compatible with AC plasma display technology, and the work reported demonstrates an analog realization for graphic input that is both feasible and economically attractive. Use of the encoder can result in large amounts of raw data, but the local terminal processor and storage give the programmer a high degree of flexibility for data management. (WBC)

ED 136 826

IR 004 625

Koffman, Elliot B. Perry, James

An Intelligent CAI Monitor and Generative Tutor. Final Report.

Connecticut Univ., Storrs. Dept. of Electrical Engineering.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—O20193

Pub Date Jun 75

Grant—OEG-0-72-0895

Note—68p.; For related document, see ED 078 681

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—College Students, \*Computer Assisted Instruction, Computers, \*Concept Teaching, Engineering Education, High School Students, Individual Instruction, \*Mathematical Concepts, Models, \*Problem Solving, Program Descriptions, Programed Tutoring, Programming, Systems Concepts, \*Tutorial Programs

Identifiers—CAILD, CAI System for Logic Circuit Debugging and Testing, \*Generative CAI, Generative Tutor, Interactive Student LISP Environment, ISLE, LISP, Machine Language Tutor, MALT

This final report summarizes research findings and presents a model for generative computer assisted instruction (CAI) with respect to its usefulness in the classroom environment. Methods used to individualize instruction, and the evolution of a procedure used to select a concept for presentation to a student with the generative CAI system are described. The model served as the basis for the design of a CAI system, teaching problem-solving in an introductory course in digital systems design. The system individualizes the instruction which each student receives in accordance with its record of his past performance. In addition, a heuristic technique is used to determine the best path for each student through the tree of course concepts. The refinement of this method of concept selection is described. An evaluation of the generative CAI system and results of classroom usage are also presented. (Author/DAG)

ED 136 827

IR 004 626

Harkin, Roy E.

Educational Technology, Organizational Structure and Teacher Perceptions of Effectiveness. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Grant—NEG-00-3-0038

Note—108p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Educational Research, \*Educational Technology, English Departments, Measurement Instruments, Organizational Climate, Organizational Communication, \*Organizational Effectiveness, \*School Organization, Secondary School Teachers, Senior High Schools, Tables (Data), Teacher Response

This study was concerned with the relationship between (1) educational technology employed by a high school English department and the structure of that work group, and (2) the technological-structural congruence and teacher perceptions of organizational effectiveness. It was suggested that the research findings would be useful for inducing effective change in educational systems. The sample was comprised of English departments in thirty-seven North Carolina high schools offering grades ten through twelve and employing at least fifty teachers. Data were collected from each department with respect to technology, work group structure, and teacher perceptions of organizational effectiveness. Teacher perceptions of effectiveness were measured by means of the Organizational Climate Description Questionnaire (OCDQ), the Classroom Environment Scale (CES), and Job Description Index (JDI). Findings revealed a positive linear association between technological complexity and four measures of structure—departmental discretion, departmental power, lateral exchange, and vertical exchange. Additional findings, while inconclusive, revealed enough evidence of association between technological-structural congruence and teacher perceptions of effectiveness to warrant further investigation. Methodological limitations of the study are discussed, and suggestions for further study are offered. (Author/SC)

ED 136 828

IR 004 628

Skavril, Russell V. And Others

The Use of CAI to Provide Problems for Students in Introductory Genetics.

Ohio State Univ., Columbus.

Pub Date Aug 76

Note—10p.

Journal Cit—Journal of Computer-Based Instruction; v3 n1 p13-20 Aug 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Curriculum, \*Computer Assisted Instruction, Flow Charts, \*Genetics, Individualized Instruction, \*Learning Modules, \*Problem Sets, Statistical Data, Student Evaluation

This paper describes an application of Computer Assisted Instruction named 'genpb' consisting of five modules of preliminary instruction and 19 modules of problems for students in an introductory genetics course. Each problem module consists of an average of 14 problems arranged in increasing level of difficulty. The program also contains a report module designed for use by the course instructor to obtain an on-line summary of student performance in the problem modules. The program was tested by a group of 135 students in a formal course, and student performance data on the problem modules are re-

ported. An evaluation of the program by the students indicated a highly favorable student reaction and an overwhelming preference for the computer problems as compared to problems and solutions placed on library reserve. A slight, positive correlation was found between time spent by the students on the computer and the course numerical grade. The mean course numerical grade for students using the computer was found to be slightly higher than the corresponding mean from a previous quarter when the computer was not used, but the difference was not statistically significant. (Author)

ED 136 829 IR 004 631

Gifford, Bernard R.  
Restructuring the Collection, Processing and Dissemination of Educational Data. An Action Plan for Change. Internal Note No. 6.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 3 Dec 74

Note—89p.; Best Copy Available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Board of Education Role, Boards of Education, Change Strategies, \*Data Bases, Data Collection, Data Processing, Decision Making, \*Educational Administration, Information Dissemination, \*Information Needs, \*Information Utilization, \*Management Information Systems, Organizational Change

Identifiers—New York City Board of Education

The purpose of this study was to develop a plan for alleviating problems in the collection, processing, and dissemination of educational data as they affect the New York City Board of Education information requirements. The Data Base Management concept was used to analyze three topics: administration, structure, and standards. The study found that the fragmentation of organizational responsibility limits the Board's ability to successfully meet its educational data requirements. It was also found that decision-makers within the Board did not use their educational data to full potential. Finally, fragmented administrative control and the inadequate computerization of the Board's data base created problems for the maintenance of data base integrity and security. The suggested changes to the educational data process include creating a new Bureau of Educational Statistics, developing a new computer system, and adopting a proposed reorganization plan over an eighteen month period. (Author/DAG)

ED 136 830 IR 004 633

Children's Television Workshop. Quarterly Progress Report.

Children's Television Workshop, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.

Pub Date Sep 76

Contract—300-76-0100

Note—30p.; For related documents see IR 004

633-634, and ED 125 522-523 and ED 125 616

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Services, Early Childhood Education, \*Educational Television, Formative Evaluation, Information Dissemination, Instructional Materials, Minority Groups, \*Programming (Broadcast), Retarded Children, \*Television Research

Identifiers—Children's Television Workshop, Electric Company, \*Sesame Street

The quarterly report for the Children's Television Workshop describes the major activities and accomplishments in production and research for the Sesame Street and Electric Company programs. In addition, activities in public affairs, personnel, budget, and community education services, including services to the mentally handicapped and disadvantaged, are described. (DAG)

ED 136 831 IR 004 636

Altman, Ellen And Others

A Data Gathering and Instructional Manual for Performance Measures in Public Libraries.

Pub Date 76

Note—179p.

Available from—Celadon Press, P.O. Box 6578, Chicago, Illinois 60680

Document Not Available from EDRS.

Descriptors—Data Analysis, \*Data Collection, Evaluation, \*Instructional Materials, Library Facilities, Library Services, \*Measurement Instruments, \*Public Libraries

This instructional manual was designed to examine ways to describe public library services, performance, and facilities in measurable terms. Included within the manual are materials and instructions used for the measurement of (1) library materials availability; (2) profile of library users; (3) use of material, equipment, and facilities; and (4) utilization, availability, and patterns of information. Instructions for tabulating the data for each one of the above are also included. (Author/KP)

ED 136 832 IR 004 640

Evaluating Media Programs: District and School.

A Method and An Instrument. Draft Edition.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date 76

Note—80p.

Available from—Association for Educational Communications and Technology, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Elementary Schools, \*Evaluation Methods, Guidelines, \*Instructional Materials Centers, \*Instructional Media, Program Administration, \*Program Evaluation, School Districts, Secondary Schools, Student Opinion, Teacher Response

This evaluation instrument is designed for systematic data collection to assess the effectiveness of media programs at school and/or district levels. The instrument may provide internal and external evaluators with information for program improvement, program planning, or accreditation. It is suggested that such an instrument should be used as part of the informative evaluation process, and in conjunction with program objectives and goals, or provided standards and guidelines. This instrument is organized into seven sections: (1) school system profile and budget, (2) services of the media program, (3) personnel, (4) physical facilities, (5) collections of materials and equipment, (6) students and teacher opinionnaires, and (7) narrative summary report. Each section contains the rationale, instructions for use, and the instrument. (SC)

ED 136 833 IR 004 644

Heffernan, James M. And Others

Educational Brokering; A New Service for Adult Learners.

National Center for Educational Brokering, Syracuse, N.Y.

Pub Date Jan 76

Note—93p.

Available from—National Center for Educational Brokering, 405 Oak Street, Syracuse, New York 13203 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Counseling, \*Adult Students, Agency Role, Educational Alternatives, \*Educational Needs, \*Educational Opportunities, Financial Support, Organization, \*Post Secondary Education, Professional Services, Program Evaluation

The emerging educational brokering service, functioning between adult learners and educational resources, aims to help them find their way into formal postsecondary education via counseling, advocacy, assessment and referral services. This monograph presents nine major issues concerning the educational brokering service: (1) definition and introduction, (2) services, (3) clients, (4) staff, (5) organization structure, (6) relationship with other institutions, (7) reaching-out strategies, (8) sources of funding, and (9) evaluation of the service. Following the introductory material, each chapter outlines current problems, reflections and projected strategies pertaining to the discussed issue. A directory of brokering agencies and suggestions for using this monograph, along with an inventory of developmental issues for further discussion, are appended. (SC)

ED 136 834 IR 004 672

Sheldon, Brooke E.

Regional Library Cooperation in Ohio. A Review in 1976.

Ohio State Library, Columbus.

Pub Date 77

Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Evaluation, Interlibrary Loans, \*Library Cooperation, \*Library Networks, Library Reference Services, Library Services, Questionnaires, \*State Libraries, Surveys

Identifiers—Ohio

In 1976 research was undertaken to assess the progress of the Ohio multicounty cooperative library programs since the authorization by legislation in 1969 of the Area Library Service Organizations (ALSO). This report makes recommendations to assist library development staff and multicounty cooperative project directors to improve planning, evaluation, and reporting techniques. Questionnaires were sent to member libraries, associate members and non-members of the multicounty cooperatives. Project directors were interviewed and each filled out a form similar to the form sent to member libraries. There were 138 responses to 332 questionnaires mailed to librarians and trustees of member libraries. Of the total responses, 28 were from the trustees. Findings of the study showed that the programs are operated without a clear statement of objectives based on the problems to be solved. Recommendations include (1) training of project directors and member library staffs to improve needs assessment, planning, and evaluation techniques; (2) expansion of intertype library activity including action at the state level; (3) a refocusing of efforts in the Development Division at the state library; and (4) legislative and public involvement. Questionnaires used in the survey and statistical tables are appended. (Author/AP)

ED 136 835 IR 004 678

Popovich, Charles J.

Business/Management Research Characteristics and Collection Evaluation: A Citation Analysis of Dissertations.

Pub Date 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bibliographic Citations, Business, \*Content Analysis, \*Doctoral Theses, \*Library Collections, Library Research, Management, Tables (Data), University Libraries

Identifiers—\*State University of New York Buffalo

To assist librarians in selecting more relevant resources and provide better user services, 2,805 citations from 31 dissertations were analyzed according to publication form, periodical title, subject, time span, language, and publishers. Dissertations were selected from State University of New York at Buffalo (SUNYAB) business and management Ph.D. candidates and incoming faculty who completed their doctoral work elsewhere. Data on the availability of cited materials in the SUNYAB libraries were gathered. Results showed that: (1) nearly 50 percent of the materials cited were periodicals, (2) 78 percent of the periodicals referred to 62 titles, (3) the subjects for monographs and serials were generally drawn from Library of Congress classifications HB through HJ, (4) 70 percent of the references were ten years old or less, (5) nearly all cited materials were in English, (6) the type of publisher ranking first varied with publication form, and (7) SUNYAB libraries held more than 85 percent of cited materials. The resulting data can serve as a guideline in defining an acquisition and development policy for the business/management collection. (Author/KP)

ED 136 836 IR 004 680

Canadian Theses on Microfiche. Catalogue: Supplement No. 17-19.

National Library of Canada, Ottawa (Ontario).

Pub Date 76

Note—371p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—\*Bibliographies, Catalogs, \*Doctoral Theses, \*Graduate Students, Graduate Study, Librarians, \*Masters Theses, Microfiche, University Libraries

Identifiers—Canada

Doctoral dissertations and masters theses produced in 30 Canadian universities and microfilmed by the National Library of Canada are listed. Both French and English theses are included with catalog numbers and price lists. Publication dates for most of the documents fall in the period 1970-1975. Microfilms are available and can be ordered from the National Library of Canada. They are also available from local libraries through interlibrary loan. Indexes of authors and participating universities are included. (AP)

ED 136 837 IR 004 681

Law, Gordon

The Librarianship of Games.

Pub Date Oct 76



Note—6p.; Paper presented at the Conference of North American Simulation and Gaming Association (15th, Raleigh, North Carolina, October, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Educational Games, \*Guidelines, Instructional Materials Centers, Instructional Media, Librarians, \*Library Services, School Libraries

The need for librarianship of instructional gaming increases as the production of literature and games grows, and as gaming becomes progressively legitimized as an instructional strategy. This paper presents guidelines for bibliographic control and reference services, collection development, cataloging and classification, circulation and physical maintenance, and instructional gaming programs to assist the librarian or media specialist. Citations for bibliographies and media cataloging guides are included. (Author/KP)

ED 136 838

IR 004 685

Materials Selection Policies For School Media Centers—Aids for Writing.

Ohio State Association of School Librarians, Columbus.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bibliographies, \*Guidelines, \*Library Materials, \*Library Material Selection, Library Planning, Objectives, Policy, \*School Libraries

This pamphlet prepared by the Intellectual Freedom Committee of the Ohio Association of Librarians presents guidelines for writing policies for materials selection in school libraries. A School Library Bill of Rights and a Bibliography of materials to aid in the writing of a materials selection policy are included. Sample policies from the Edison local library and the Cleveland Heights—University Heights City School District serve as examples of existing policy statements. (AP)

ED 136 839

IR 004 697

Woolley, Robert D.

A Report on the Development of a Natural Resources and Land Use Information System for the Rural Areas of Utah.

Utah State Univ., Logan.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Rockefeller Foundation, New York, N.Y.

Pub Date Jun 75

Note—163p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Computer Programs, Information Networks, \*Information Retrieval, \*Information Sources, Information Systems, \*Land Use, \*Natural Resources, Program Descriptions, \*Program Development, Regional Planning, Reports, \*Rural Areas, Systems Development

Identifiers—Utah, Utah Natural Resources and Land Use Info System

This project report describes the Utah Natural Resources and Land Use Information System, designed and implemented to establish a systematic process for the collection, organization and subsequent availability of land use planning sources and pertinent materials for use by citizens, planners and elected officials. It presents the general system description upon which the project was based in 1973-1974. The report also describes project implementation and subsequent changes in objectives, constraints, and organization. Sections summarize activities undertaken to (1) establish the bibliographic guidelines and collection, (2) obtain bibliographic collection statistics, (3) develop indexing processes and a land use and resource management thesaurus, and (4) develop computer system and on-line retrieval capabilities. Public relations, regional library development, conclusions and recommendations are also covered. The appendices include sample indexes, computer program documentation, a list of participating agencies, and sample user requests filled through the system. (KP)

## JC

ED 136 840

JC 770 141

Clark, Robert M.

Comparison of Achievement in English 1A According to Methods of Qualifying for English 1A.

Reedley Coll., Calif.

Pub Date 17 Feb 77

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, \*College Freshmen, Community Colleges, English Education, \*English Programs, Grades (Scholastic), Institutional Research, \*Junior Colleges, \*Qualifications, Remedial Courses, Standardized Tests

Several methods of qualifying for enrollment in English 1A (Freshman English and Composition) at Reedley College exist: among them, a grade of C or better in English A (Remedial English), teacher recommendation in English 50 (a course for students not intending to transfer), SAT Verbal score of 466 or higher, ACT score of 20 or higher on the English or Composite section, a writing sample test administered and evaluated by the college English department, or grades of A or B in at least two years' work in high school English courses. A study was conducted to determine if any differences in academic performance in English 1A were associated with the method used by students to qualify for enrollment in the course. Subjects were students enrolled in English 1A during fall 1976. Results of the study indicated that there were no significant differences in performance in English 1A based on method of student qualification for enrollment except in the cases of students who qualified by taking English A, less than half of whom successfully completed English 1A. It was recommended that a closer look be taken at using English A as a qualifier for English 1A, and some modifications in the criteria for using English A as a qualifier were suggested. (JDS)

ED 136 841

JC 770 165

Zane, Lawrence F. H. Rantala, John W.

A Report on the Establishment of Regional Colleges in the Socialist Republic of the Union of Burma.

Ministry of Education, Rangoon (Burma).

Pub Date Jan 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Area Vocational Schools, \*College Planning, \*College Role, Foreign Countries, Post Secondary Education, Regional Planning, \*Technical Education, \*Technical Institutes

Identifiers—\*Burma

This document contains more than 30 specific recommendations made by two American specialists regarding the efforts of the Socialist Republic of Burma as it seeks to establish approximately 20 production-oriented Regional Colleges throughout the 14 States and Divisions of Burma. The proposed colleges, patterned after the American community college, are designed to produce middle rung technicians, to train students both theoretically and practically, to engage students in production while studying in their various disciplines, and to provide an opportunity for those of high intellectual caliber to pursue a further university degree. The specific recommendations included in this report are comprehensive in nature and cover such areas as staffing, college/community interface, long-range planning, academic policy, open admission, public relations, vocational counseling, other student personnel services, alternative modes of utilization of instructional personnel, development of instructional materials, publication of college catalogs, institutional role, student activities, staff development, community services, and administration. A brief bibliography is appended. (JDS)

ED 136 842

JC 770 166

Annual Enrollment Report: Student Enrollment and Full-time Equivalents, 1975-76. Volume 11. North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date [76]

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*College Majors, Community Colleges, \*Enrollment, Enrollment Trends, Extension Education, Females, General Education,

\*Junior Colleges, Males, Racial Composition, \*Statistical Data, Tables (Data), Technical Education, \*Technical Institutes, Transfer Students, Vocational Education

Identifiers—\*North Carolina

This document contains enrollment data for the 40 technical institutes and 17 community colleges in the North Carolina Community College System for the 1975-76 school year, with comparative data for the 1974-75 and 1973-74 school years. The data are presented in extensive tables and graphs which comprise the bulk of the document. Unduplicated headcount enrollment and average annual full-time equivalent enrollment, by institution, are broken down by program area: college transfer, general, technical, and vocational programs; academic, recreational, and occupational extension programs; learning laboratory, adult basic education, Comprehensive Employment Training Act, and new and expanding industry programs. The data are further divided within institution by quarter. Aggregate annual unduplicated headcount enrollment data are presented by curriculum specialization within each major program area. Student enrollment by sex and race is presented by institution, and in aggregate percentages by type of program. Several tables detail the geographic origin of students by institution, and by home county and curriculum area. A brief introduction provides definitions of terms. (JDS)

ED 136 843

95

JC 770 177

Blivsky, David. Matson, Jane

Community Colleges and the Developmentally Disabled; Training Models for Direct Care Personnel.

American Association of Community and Junior Colleges, Washington, D.C.; California State Univ., Los Angeles. Center in Mental Retardation.

Spons Agency—Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date 77

Grant—56-P-71093/9-01

Note—78p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—Attendees, Community Colleges, Curriculum Design, \*Developmental Disabilities, Guides, \*Human Services, \*Junior Colleges, \*Mentally Handicapped, Mental Retardation, Neurologically Handicapped, \*Paraprofessional Personnel, \*Program Development, Residential Care, Sociopsychological Services

Identifiers—\*Direct Care Personnel

This guidebook is designed to help community colleges develop programs to train direct care personnel for new community-based residential facilities for developmentally disabled people. Such programs are expected to be increasingly necessary since high priority has been recently given to implementing new forms of care for the developmentally disabled. The first and second chapters of this publication define the population of developmentally disabled persons and the types of personnel which are currently relied upon to provide service and care to such individuals. The third chapter reviews specific questions which the community college must answer before it implements a program for the training of direct care personnel. The fourth chapter addresses, at a conceptual level, the development of a direct care personnel training program in terms of program objectives, scope and content. The fifth and sixth chapters examine several model programs currently in operation, suggesting that while academic training is important, direct experience is also extremely valuable. The final chapter includes general recommendations relating to development of such programs at the community college level. A bibliography is included. (JDS)

ED 136 844

JC 770 178

Sutton, Lawrence S.

A Study to Facilitate Development of a Faculty Workload Policy for Central Florida Community College.

Pub Date 1 Nov 76

Note—68p.; Ed. D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—\*College Faculty, Community Colleges, Faculty Workload, \*Junior Colleges, Policy Formation, Surveys, Teaching Assignment, \*Teaching Load

**Identifiers**—Florida, Student Contact Hours

A study was conducted in order to determine appropriate components for a full-time faculty workload policy at Central Florida Community College (CFCC). A questionnaire was utilized in a survey of 27 CFCC faculty on what should constitute workload, and workload data for fall term 1976-77 were tabulated. The faculty workload policies of other states were reviewed through the literature and telephone interviews with eight other Florida community colleges were conducted. Results of the survey and tabulation of data from the other sources indicated that full-time faculty workloads averaged fifteen semester hours. In addition, it was found that the average sum of student contact hours and semester hours assigned to full-time CFCC faculty was approximately 33. Because student contact hours are a required portion of the instructor's responsibility and since the State of Florida mandates that a full-time instructional load consists of fifteen semester hours, recommendation was made that the faculty workload policy be quantified as the sum of semester and contact hours not to exceed 33. Additionally, it was recommended that workloads be continuously monitored in order that workloads which do not give instructors adequate preparation time be eliminated. Tabular data are presented throughout the report and a bibliography is appended. (JDS)

ED 136 845

JC 770 183

Jackson, Edison O. McMillan, Robert L. *Student Characteristics Report, 1974-75.* Essex County Coll., Newark, N.J.

Pub Date May 75

Note—70p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—Academic Achievement, Aspiration, \*Black Students, Career Choice, Community Colleges, Demography, Educational Objectives, Family Income, \*Junior Colleges, Minority Groups, Socioeconomic Background, Student Ability, \*Student Characteristics, Tables (Data), \*Urban Schools

**Identifiers**—New Jersey

A total of nineteen student characteristic variables subsumed into four categories—basic classification, demographic, cognitive, and affective—were examined in a study of 2,253 new students in fall 1974 and 2,330 new students in winter 1975 at Essex County College (ECC) New Jersey. The purpose of the study was to allow ECC to determine the areas of the community it served, the strengths and weaknesses of its students, and its effectiveness in meeting their academic and/or vocational needs. Data were compared with two-year college national norms. Analysis revealed: (1) new students were predominantly black; (2) more females than males continued to enroll with the consequence that female graduates outnumbered male graduates two to one; (3) estimated parental income of ECC students fell far short of the national norm for two-year colleges; (4) students were found to have high academic motivation but performance as measured by grade point average did not reflect such motivation; (5) approximately three-fourths of the new students planned to complete the Associate degree and in terms of aspiration to the baccalaureate and the Master's degree, students at ECC exceeded the national norms for two-year colleges; and, (6) students appeared to be primarily influenced in their college choice by practical vocational considerations. Tabular data are included throughout the report. (JDS)

ED 136 846

JC 770 185

Shearon, Ronald W. And Others

*Profile of Students in North Carolina Community Colleges and Technical Institutes. Volume I—Technical Report (and) A Summary of Research Findings.*

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Jun 76

Note—379p.; A separately issued "Summary of Research Findings" precedes the full report

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

**Descriptors**—College Choice, College Majors, College Role, Community Colleges, Demography, Educational Objectives, \*Educational Opportunities, \*Junior Colleges, Nontraditional Students, Part Time Students, Personal Values, \*Social Influences, Social Stratification, Socioeconomic Status, \*State Surveys, Statistical Studies, Student Attitudes, \*Student Characteristics, \*Technical Institutes

**Identifiers**—\*North Carolina

A statewide survey of over 10,000 credit and non-credit students enrolled in 16 North Carolina community colleges and technical institutes in spring 1974 was conducted in order to develop a profile of these students and to analyze relationships between selected demographic, socioeconomic, academic, and educational program area variables. Among the conclusions reached were: (1) the current concept of the community college is inadequate and needs reconsideration, taking the increasing numbers of "new" students into account; (2) the state's community colleges and technical institutes tend to live up to their claim as "people's colleges", but only when all students (credit, non-credit, full-time, part-time, and extension) are considered together; (3) the colleges are moving to serve a broader cross-section of the population; (4) community colleges represent a major social force in providing educational opportunities; (5) students in different educational programs learn of program offerings and are influenced to enroll in particular institutions in different ways; (6) the charge that community colleges/technical institutes have socially stratified educational programs has some merit; and (7) the positive relationship found between student socioeconomic status and educational program area was neither consistent across all socioeconomic variables nor very strong. A study of the educational value orientations and of the institutional characteristics influencing college choice of the respondents is presented in the concluding section of the report. (JDS)

ED 136 847

95

JC 770 186

Hammons, James O., Ed.

*Changing Instructional Strategies. New Directions for Community Colleges, Number 17.*

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 77

Note—112p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

Journal Cit—New Directions for Community Colleges; v5 n1 Spr 1977

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

**Descriptors**—\*Change Agents, \*Change Strategies, College Deans, College Faculty, Community Colleges, Consultants, Faculty Organizations, Inservice Teacher Education, \*Instructional Improvement, \*Instructional Innovation, \*Junior Colleges, Organizational Climate, Presidents, Staff Improvement, Teaching Methods, Trustees, Universities

The articles contained in the first half of this volume are by community college practitioners who have sought to stimulate instructional change. Articles in the second half of the volume suggest several different strategies for implementing needed change. Topics discussed include: a brief history and analysis of factors working for and against instructional change in the two-year college; a faculty member's personal evolution toward use of innovative instructional methods; the role of the department chairperson, the dean, the president, and of trustees in facilitating instructional change; faculty-determined, faculty development programs focusing on development of more effective instructional modes; the importance of an organizational climate conducive to instructional change; the role and effective use of external consultants; the role of the university in supporting instructional change in community colleges; the role of a staff development committee in facilitating change; and, the future of instructional change. A review of pertinent literature and a bibliography are included. Contributors include: James O. Hammons, Sharon B. Jagard, Wanda E. Thomas, Dan N. Stallings, Thomas M. Hatfield, Malcolm Pennypacker, Walter Hunter, Alberta Goodman, Raymond E.

Schultz, Terry H. Smith Wallace, and Elizabeth Rinnander. (JDS)

ED 136 848

JC 770 187

Moullette, John B.

*Developing a Total Technical Education System: Implications for Curriculum and Placement.*

Pub Date 76

Note—27p.; Papers presented at the Midwestern Regional Meeting of Community College Social Science Association (Cleveland, Ohio, May 15, 1976) and at the Spring Conference of the Ohio Two-Year College Placement Association (Zanesville, Ohio, April 23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*College Role, Curriculum, Job Placement, Junior Colleges, \*Student Personnel Services, Student Placement, Teacher Role, \*Technical Education, \*Technical Institutes, Vocational Education, Vocational Education Teachers

This document describes the role and importance of the continuously evolving technical community college, its social milieu and the characteristics of its students, the importance of and the need for expansion of disensual disciplines, and the role of placement personnel. A model for teaching in the technical community college is suggested, based on fundamental concepts and principles of vocational education. The model requires that the vocational-technical instructor place heavy emphasis on: facilitating behavioral changes in students, committing institutional management and evaluation resources to the training of students, exposure of students to opportunities in the world of work through career awareness and exploration, intensified guidance and placement services, systematic occupational analysis and field-testing of programs, and approaches to delivery that will maximize student success in specific behavioral changes. Student services and placement personnel must be integrated into the total process of student recruitment, guidance, and job placement in order to insure that the opportunities offered by the technical community college are really available to prospective students. In addition to providing information and assistance as early as the junior high school level, placement personnel must aid in students' decision-making with regard to employment and continuing education. (JDS)

ED 136 849

JC 770 188

*The Food Service Manager; A Study of the Need for a Food Service Management Program in Ocean County.*

Ocean County Coll., Toms River, N.J.

Report No.—75-76-05

Pub Date Jun 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—Community Colleges, \*Employer Attitudes, Employment Opportunities, Feasibility Studies, \*Food Service Occupations, Institutional Research, \*Junior Colleges, \*Needs Assessment, Program Development, Student Interests, Surveys

Ocean County College conducted a feasibility study for the purpose of determining whether there was a need for a food service management program within its service area and to ascertain an estimate of the potential student pool for such a program. Surveys were sent to 243 restaurants and institutions and were administered to students from county high schools and vocational-technical schools. Results of the survey revealed: (1) 46% of the institutions felt a need for a higher education food service program while 65% of the restaurants felt such a need existed; (2) restaurants and institutions felt that nearly 500 of their present employees could benefit from such a program; (3) 42% of the potential employers of food service managers indicated they would probably assist their employees with tuition expenses; (4) of the students surveyed, 45 expressed an interest in a food service management program; (5) and 60% of the potential employers were willing to accept interns on a cooperative basis. It was recommended that a food service management program be developed and that all necessary steps be taken to implement the program on an evening basis beginning in spring 1977. Tabular data are presented throughout the report and the survey instruments are attached. (JDS)

ED 136 850 JC 770 189

Caruso, Robert G. And Others  
Bibliography Supplement on Campus Judicial Affairs & Legal Issues.

American Coll. Personnel Association, Washington, D.C.

Pub Date Mar 77

Note—14p.; For a related document see ED 118 166

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Activism, \*College Students, Court Litigation, \*Discipline, Due Process, Higher Education, Junior Colleges, \*Legal Problems, \*Post Secondary Education, Sex Discrimination, Student Behavior, Student College Relationship, Student Publications, \*Student Rights Identifiers—Education Amendments 1972 Title IX

This bibliography updates a previous bibliography on campus judicial systems, student rights, student discipline, equal opportunity, and other legal issues related to college students. The bibliography is divided into five sections: Books, Monographs, & Reports; Papers, Addresses, and Bibliographies; Periodicals and Journals; Theses and Dissertations; and Law Reviews and Journals. A total of 163 citations are included. (JDS)

ED 136 851 JC 770 190

Blai, Boris, Jr.

Does Enjoyment Accompany Learning (A Student Perceptions Inquiry).

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-77-2

Pub Date Feb 77

Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, Females, Institutional Research, \*Junior Colleges, Junior College Students, Learning Modalities, Questionnaires, School Surveys, Student Attitudes, \*Student Opinion, \*Teaching Methods, \*Teaching Techniques

A study was conducted at Harcum Junior College in order to ascertain what modes of learning students preferred and to determine which of these learning modes afforded the students the most enjoyment. A survey was distributed to the student body; a 50% rate of response was achieved. Results indicated that students felt they learned most from class discussion, lectures, and field trips, in that order, while independent study, movies, readings, and non-class rap sessions were ranked lower in terms of how much students felt they learned. For learning modes which offered students the most enjoyment, a plurality of students ranked field trips as being the most enjoyable, followed by movies and class discussions; independent study, non-class rap sessions, readings and lectures were ranked as being less enjoyable. Overall, the survey data did not reveal that student levels of enjoyment regarding the various modes of learning were congruent with their preferences among these learning modes. A number of teaching/learning techniques were perceived by students to be either a preferred mode of learning and/or of preferred enjoyment value, thus indicating that a variety of teaching techniques is the expressed group preference of students. (JDS)

ED 136 852 JC 770 191

Rappole, George H.

An Overview of the Community College Programs for Elderly Texans. Community Service Report No. 6.

North Texas State Univ., Denton. Univ. Center for Community Services.

Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board; Texas Governor's Committee on Aging, Austin.

Pub Date 76

Note—24p.

Available from—Publications, University Center for Community Services, Box 5344 NT Station, Denton, Texas 76203

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adult Programs, Community Colleges, Community Service Programs, Counseling, Cultural Activities, Demonstration Programs, \*Enrichment Programs, \*Junior Colleges, \*Older Adults, Recreation, Social Recreation Programs, Transportation Identifiers—Texas

This document presents a general overview of The Community College Program for Elderly Texans, a program funded through state-allocated

federal funds and local contributions, and available to the elderly at no cost. The program embodies a wide variety of activities, such as classroom studies, informational lectures, transportation, counseling, and group meetings, which are intended to overcome or ameliorate the social isolation of the elderly. The majority of programs at each of the 16 participating community colleges fit into those activities classified as recreational, social, or cultural, with the most popular being those involving arts and crafts. In all areas, however, interest and enthusiasm of participants are high. Several of the Texas community colleges make counseling services available to the elderly while all of the participating institutions provide some form of transportation services. In addition to serving the needs of the elderly, it is noted that the various programs have heightened the awareness of the public with regard to the activities available for the elderly. While the program was initially established as a demonstration, it has become a permanent program at many of the colleges. A brief bibliography, a statistical portrait of the elderly in Texas, and a list of participating colleges is appended. (JDS)

ED 136 853 JC 770 192

California Consortium on Cooperative Education; Annual Report 1975-76.

California State Consortium on Cooperative Education, Sacramento.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date [76]

Note—98p.; For related document see ED 119 775

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, \*Consortia, \*Cooperative Education, \*Educational Innovation, Educational Objectives, \*Junior Colleges, Pilot Projects, \*Program Descriptions, Program Evaluation, Statewide Planning, Work Experience Programs

Identifiers—\*California

Senate Bill 642, passed by the California legislature in 1973, authorized the Chancellor of the California Community Colleges to conduct a pilot program in cooperative education involving no more than five community college districts for a period of up to three years. Pursuant to the law, the Chancellor has included Coast, Hartnell, Pasadena, Peralta, and West Valley community college districts in a consortium to implement, evaluate, and provide data in innovative cooperative education programs. This report documents the progress of the consortium during its third year of operation. It presents: (1) a list of the objectives identified by each participating college for the 1975-76 academic year and the respective evaluation reports reflecting the level of attainment of those objectives; (2) a description of each of the major innovative cooperative education programs and experiments for 1975-76 and sample forms used in those programs; and (3) policy recommendations based on the experience of the consortium to date. Consortium newsletters are appended as is a copy of legislation extending the life of the consortium for an additional two years. (JDS)

ED 136 854 JC 770 193

Howe, Ray A.

An Analysis of Some Aspects of Social Conflict at Henry Ford Community College (1963-1973). Research Summary #4.

Academic Collective Bargaining Information Service, Washington, D.C.

Pub Date Mar 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Attitudes, Case Studies, \*Changing Attitudes, \*Collective Bargaining, College Faculty, Community Colleges, \*Conflict Resolution, Educational Research, Grievance Procedures, \*Junior Colleges, Longitudinal Studies, Problem Solving, Teacher Administrator Relationship, \*Teacher Attitudes Identifiers—Henry Ford Community College

This paper summarizes the findings of a ten-year longitudinal research study of attitude changes among faculty resulting, at least partially, from their collective bargaining experience. The study focused on Henry Ford Community College (Michigan), using the participant-observation approach. A number of techniques for gathering qualitative information were employed, including direct observation, informant interviewing, docu-

ment analysis, direct participation, and attitudinal survey. In addition, the study was based on the assumption that social conflict generated as a consequence of efforts toward a faculty constitution and a faculty contract, contains within itself certain elements which tend to ameliorate the conflict and give it a tolerable style. The study thus attempted to apply the principles of Clark and the propositions of Coser. Results of the study are reported in an itemized fashion in accordance with the principles and propositions of Clark and Coser. Overall, the study found that faculty attitudes had shifted from hostile and conflict-oriented to aggressive and resolution-oriented, thereby lending support to the notion that collective bargaining, through the grievance process, can be viewed as a viable dispute-resolving mechanism. Further, and with few exceptions, the attitudes and perceptions of faculty and administration were found to be very similar on most matters. (Author/JDS)

ED 136 855 JC 770 194

Hinkle, Dennis Houston, Charles A.

A Comparative Study of the Effectiveness of Two Bayesian Models for Predicting the Academic Successes of Selected Allied Health Students Enrolled in the Comprehensive Community College.

Pub Date Apr 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Admission Criteria, Admissions Counselors, \*Bayesian Statistics, Community Colleges, Competitive Selection, \*Grade Prediction, \*Health Occupations Education, \*Junior Colleges, Models, Persistence, \*Predictive Ability (Testing), Predictive Validity, Statistical Analysis

The purpose of this study was to present and evaluate Bayesian-type models for estimating probabilities of program completion and for predicting first quarter grade point averages of community college students entering certain allied health fields. Two Bayesian models were tested. Bayesian Model 1—Estimating Probabilities of Program Completion—was developed from discrete cases of Bayes' formula with counselors' inputs as a priori probabilities and posterior probabilities of graduate status of the discriminant analysis function as likelihoods. The a priori probabilities and likelihood probabilities were combined in Bayes' Theorem to produce posterior probabilities of successful program completion. Bayesian Model 2—Predicting First Quarter Grade Point Averages—which was an application and specialization of the Bayesian linear model developed by Lindley and Smith, involved the assumption of homogeneity of regression coefficients (but not intercepts) across groups. The efficiencies for both Bayesian models were compared and evaluated in terms of two counselor-selection models and two classical statistical models with the results showing that Bayesian Model 1 was most efficient in selecting successful students while no significant difference in efficiency was found for Bayesian Model 2 as compared to a classical statistical model. (Author/JDS)

ED 136 856 JC 770 195

Jackson, Edison O. Drakulich, J. Scott

Essex County College's Academic Preparation: Transfer Students' Perspective.

Essex County Coll., Newark, N.J.

Pub Date Mar 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, \*Adjustment Problems, Community Colleges, \*Follow-up Studies, Graduate Surveys, \*Higher Education, \*Junior Colleges, Program Evaluation, Student Opinion, \*Transfer Students

In order to ascertain how well Essex County College (ECC) prepared its transfer students for upper-division academic coursework at transfer institutions, students who transferred to four-year institutions in the terms beginning January 1974 and September 1974 were surveyed. Responses were received from 413 students. Among the findings were: (1) 64% of the respondents reported their transfer coursework was harder or much harder than their coursework had been at ECC; (2) 21% indicated they were having dif-



ficuity in reading, 28% in writing, and 29% in mathematics; (3) 39% felt that individual counseling would have helped them perform better at their transfer institution; (4) 88% felt ECC had prepared them adequately or very well for their present studies; (5) 8% felt ECC had prepared them inadequately or very poorly for their present studies; and (6) mean grade point averages of transfer students from ECC declined by .65 points. In light of some indication that students were having academic difficulty at their transfer college, it was recommended that a college-wide review of academic standards for graduation be conducted and that more transfer counseling should be performed. (JDS)

**ED 136 857** JC 770 196

Claxton, Charles S.

**Comprehensive Staff Development in the Community College: Implications for the Office of Institutional Research and Planning.**

Pub Date 5 Apr 77

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 5, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, Inservice Programs, \*Institutional Research, \*Junior Colleges, \*Models, \*Organizational Development, Program Evaluation, Program Planning, \*Research Utilization, \*Staff Improvement

This paper describes an emerging model for a comprehensive staff and organizational development program as a continuous and integral activity of the college, and discusses the role of the office of institutional research in such programs. A comprehensive program includes instructional development (instructional evaluation, diagnosis, microteaching, methodology/technology, curriculum development), organizational development (departmental decision-making and conflict management, team building, management building), and personal development (life planning workshops, interpersonal skills training, personal growth workshops, supportive and therapeutic counseling) for all college staff. The institutional research office may be integrated into the total process by serving as a key resource for assessing staff development needs, establishing program goals, and evaluating goal attainment. Data gathered and analyzed by the office of institutional research can be channeled into program planning and modification through continuing feedback. If staff development is to become a vital instrument in human resource development and utilization, planning for such programs must be an integral part of overall institutional planning. (JDS)

**ED 136 858** JC 770 197

Johnston, Archie B.

**Evaluation of Administrators.**

Pub Date 4 Apr 77

Note—7p.; Paper presented at a seminar sponsored by the American Association of University Administrators, Mobile, Alabama

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Personnel, \*Administrator Evaluation, Community Colleges, \*Evaluation Methods, Evaluation Needs, \*Junior Colleges, Objectives, Post Secondary Education, Rating Scales

This paper briefly reviews the purposes, associated problems, and possible methods of evaluating college administrators. It is noted that there are essentially two possible purposes for administrator evaluation: to increase the efficiency of the college, in which case the emphasis must be placed on the function of the position, or to evaluate the strengths and weaknesses of the incumbent administrator. It is recommended that evaluations be used to increase efficiency of the college, and secondarily to appraise the individual of his strengths and weaknesses. Some practical suggestions include maintaining an awareness that evaluation will undoubtedly produce tensions, that strict confidentiality must be maintained, and that administrative ratings should be signed by both the rater and the ratee. Use of standardized rating instruments is not suggested since such instruments are generally not able to reflect the unique situations and circumstances of different institutions. It is recommended that each administrator develop a series of short- and long-range objectives and the means by which he plans to reach them. This activity should be performed in

cooperation with his immediate superior, who should be his eventual rater. Development of an effective rating system is a time-consuming affair. The ERIC system is recommended as a source of assistance which may provide evaluation developers with ideas adaptable to their situation. (JDS)

**ED 136 859** JC 770 198

Heath, Paul R.

**John Wood Community College: The Contractual Common Market Concept.**

Pub Date Feb 77

Note—18p.; Paper presented at the National Invitational Conference on State Policy and Planning Strategies for Lifelong Learning (Orlando, Florida, February 20-22, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Cooperation, Community Colleges, Contracts, Coordination, \*Delivery Systems, Educational Finance, \*Educational Innovation, Interinstitutional Cooperation, \*Junior Colleges, Program Descriptions, \*Shared Services

Identifiers—\*John Wood Community College IL

This paper describes the philosophy and operation of John Wood Community College (JWCC), located in Illinois, which uses neighboring private and proprietary colleges in Illinois, Missouri, and Iowa to provide instructional and support services for its students. Currently, six schools have contractual relationships with JWCC, with the result that students of JWCC are able to select from among nearly 700 unique liberal arts and vocational-technical course sections each semester. Each student enrolling at JWCC individually plans his educational program with a counselor and then selects from among the "common market" colleges those courses which will lead him to achievement of his educational objective. The JWCC student attending a class at any of the cooperating institutions is treated in the same manner as "native" students and has access to the activities and facilities of the cooperating schools. In addition to the courses offered through the common market colleges, JWCC maintains its own open learning center wherein developmental as well as college-level self-paced mastery courses are available. JWCC also has an ambitious outreach/community service program. While the advantages of the JWCC program are many, there still remain challenges which this innovative college must meet and solve. (JDS)

**ED 136 860** JC 770 199

Armstrong, David F.

**The Dental Hygienist: A Study of the Employment Patterns of Registered Dental Hygienists in Southern Maryland.**

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 77

Note—34p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Community Colleges, \*Dental Hygienists, Employment Level, Employment Opportunities, \*Employment Patterns, Institutional Research, \*Junior Colleges, \*Labor Market, \*Occupational Surveys, Questionnaires

Identifiers—Maryland

This document reports the results of a survey of all registered dental hygienists reported by the State of Maryland as residents of southern Maryland (n=397), 82% of whom responded. The purpose of the survey was to examine the employment patterns of dental hygienists in the Montgomery College service area in order to determine if hygienists who sought employment were able to find suitable positions. Results of the survey indicated: (1) the median age of respondents was 26-35 years; (2) most had been out of school 10 years or less; (3) 78% were employed, 98% in the Montgomery County area; (4) 3% reported being unable to find employment despite seeking it; (5) 71% of those employed worked part-time, the majority by preference; (6) 95% of those who had graduated since 1971 were employed and only 2% of those who graduated since 1971 were unable to find employment; (7) those unemployed were relatively selective as to the type and location of the position which they were seeking; and (8) 20% expressed opposition to establishment of a dental hygienist program at Montgomery College as they felt the job market was glutted. However, the survey data supported the opposite contention that dental hygienists in Montgomery County were able to find satisfactory

employment. The survey instrument is appended. (JDS)

**ED 136 861** JC 770 200

Jackson, Edison O. McMillan, Robert L.

**Study of Attrition: Non-Returning Students for 1975-1976.**

Essex County Coll., Newark, N.J.

Pub Date [76]

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Attrition (Research Studies), Community Colleges, \*Dropout Characteristics, \*Followup Studies, Institutional Research, \*Junior Colleges, Junior College Students, Questionnaires, Statistical Analysis, Student Characteristics, \*Student Problems, Surveys, Urban Education

Identifiers—New Jersey

In order to determine the extent of attrition at Essex County College, all students registered for the fall semester of 1975 who did not return for the winter semester were identified and were surveyed by mail (n=2,000) to ascertain their reasons for not returning. A total of 546 questionnaires were returned for a response rate of 27.3%. Analysis of the resultant data showed: (1) the overall attrition rate was 33.4%; (2) new students who did not return most often cited family problems, disappointment with program of study, financial reasons and illness, in that order, as reasons for non-return, while continuing students most often cited illness, financial problems, family problems, and disappointment with program of study, in that order, as reasons for their non-return; and (3) overall, no single reason such as academic difficulty could be isolated as a cause of attrition. Additional data analyses were performed examining the non-returning students according to their educational objectives, curriculum, academic status, future educational plans, number of credits attempted, level of education completed, and several attitudinal variables. Grade point averages of new students were analyzed against scores on the Comparative Guidance and Placement Test. Overall, the findings indicated a greater tendency for younger students in general and black students in particular to become attrition statistics after the first year of college. (JDS)

**ED 136 862** JC 770 201

Jackson, Edison O. McMillan, Robert L.

**Enrollment Profile and Grade Analysis for 1974-75 Freshmen Class.**

Essex County Coll., Newark, N.J.

Pub Date Jan 77

Note—19p.; For a related document see JC 770 183

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Failure, \*Black Students, Cohort Analysis, Community Colleges, \*Grades (Scholastic), Institutional Research, \*Junior Colleges, Junior College Students, \*Student Characteristics, Urban Education

Identifiers—New Jersey

A study was conducted to evaluate the performance after one academic year of new students at Essex County College, an urban institution with a predominantly black student body. The population for the study was the fall 1974 freshman class. General findings of the study included: (1) 72.4% of the students registered for 12 or more credits; (2) the male-female ratio remained approximately the same after one year of college (38% male to 62% female); (3) no significant difference was found between the number of credits attempted and the credits completed in the fall and winter semesters; (4) more A's were earned in the fall than in the winter; (5) incomplete grades were approximately the same for all departments for both semesters; and (6) students in all departments withdrew more frequently in the winter than they did in the fall. Overall, the failure rate for the population appeared to confirm the incongruity between high motivation and low academic performance since the data showed that most grades were concentrated at the extremes. It was recommended in light of this finding that some discussion of academic standards might be appropriate, in terms of the amount and extent of refinement of the behavior change demanded of students. (JDS)

ED 136 863 95 JC 770 202  
Fall 1976 Non-Enrolled Students Registered at Other Community Colleges, Fall 1975 Entering Students. Student Flow Project, Report No. 21. Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Cohort Analysis, College Credits, Community Colleges, Dropout Characteristics, \*Junior Colleges, Longitudinal Studies, \*Student Characteristics, \*Student Mobility, Transfer Students

Identifiers—\*Hawaii

As part of a continuing study of student flow in the seven Hawaii community colleges, this study examined the number and characteristics of fall 1975 entering students who did not enroll at their campus of entry (non-enrolled) in fall 1976, but who registered at one of the other community colleges. Of the total fall 1975 entering students (8,979), 81 had graduated by fall 1976 and 4,308 or 48% were enrolled at their campus of entry. Out of the 4,565 non-enrolled students, 324 or 4% of the entering group were enrolled at another community college. Of these students, 42% had credit-completion ratios of less than .50, 56% were males, 56% had fewer than 12 cumulative credits, 40% had grade point averages below 2.0, and 41% kept the same major field of study at their new college as they had at their college of entry. Significant differences between the 324 registrants and the total population of non-enrolled students were found on six characteristics: entry status, full- or part-time status, program, grade point average, credit-completion ratio, and cumulative credits earned. Data are reported by campus and for the community college total. (JDS)

ED 136 864 95 JC 770 203  
Ehrlich, Dan J. Heinemann, Harry N.

The Impact of a Community College Cooperative Education Program on the Performance of its Graduates.

La Guardia Community Coll., Long Island City, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Grant—G007500917

Note—178p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—College Graduates, College Majors, Community Colleges, \*Cooperative Education, Dropouts, \*Employer Attitudes, Employment Patterns, \*Followup Studies, \*Junior Colleges, \*Program Effectiveness, Program Evaluation, Salaries, Student Attitudes, Student Characteristics, Surveys, Vocational Adjustment

Identifiers—LaGuardia Community College

A study was conducted for the purpose of determining the impact of cooperative education (CE) on the experiences of community college students subsequent to their graduation. Comprehensive normative data on graduates and non-completers of LaGuardia Community College, which has a universal CE program, were collected by means of surveys. Performance-related information concerning CE and non-CE graduates of two other City University of New York (CUNY) community colleges with optional CE programs, and participating employers' evaluations of the overall CE program, its products, and their relative performance were also obtained. Results of data analysis showed: (1) type of curriculum from which a student graduated had a significant relationship to subsequent earnings; (2) within individual curriculum clusters, LaGuardia graduates consistently earned more than students who graduated from one of the other two colleges included in the study; (3) employers unequivocally rated LaGuardia graduates highly and perceived these graduates as superior to other employees relative to motivation, job skills, and abilities; (4) LaGuardia graduates did not represent a highly selective component of CUNY community college output; and (5) LaGuardia graduates were differentiated from other groups most by their cooperativeness, personal maturity, and attendance records. Extensive tabular data is included in the report and study-related materials are appended. (JDS)

ED 136 865 JC 770 204

Buckley, Edmund H.

The Development of Language Skills in the Setting of an Interdisciplinary Remedial Program at Santa Rosa Junior College (California).

Pub Date Nov 76

Note—164p.; Ed.D. Dissertation, Nova University. Reading tests appended to the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Achievement Gains, Community Colleges, \*Composition Skills (Literary), Guidance Programs, \*Interdisciplinary Approach, \*Junior Colleges, Language Skills, Program Effectiveness, Reading Improvement, \*Remedial Programs, \*Remedial Reading, School Holding Power, Student Attitudes, Study Skills, Writing Skills

Identifiers—Santa Rosa Junior College CA

A study was conducted to compare the achievement of students in an experimental remedial "core program" with that of students in a standard remedial English program. The core program consisted of an interdisciplinary remediation effort in which students took a nine-unit block of three courses in composition, reading, and guidance. The standard remedial program lacked the coordination, interdisciplinary nature, and the guidance component of the core program. Students from both groups were compared on such variables as reading test improvement, composition test scores, and rate of retention/attrition. Findings revealed that core program students improved in all areas, but did not make significant gains on a standardized reading test, nor did they improve in reading and writing significantly more than the control group students. However, they did improve significantly on another reading test, and the retention rate of core students was significantly higher than that of students in the regular remedial program. Core students believed the program was extremely beneficial, especially in terms of improving their self-confidence. A bibliography and numerous student essays from the core program are appended. (JDS)

ED 136 866 JC 770 205

New Mexico's Public Two-Year Colleges and Post-secondary Vocational Schools, 1975-76 Report.

New Mexico State Board of Educational Finance, Santa Fe.

Pub Date 28 Oct 76

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Education, Area Vocational Schools, Community Colleges, \*Educational Finance, \*Enrollment, Enrollment Trends, \*Junior Colleges, State Surveys, Statistical Data, Tax Support, Technical Education, Technical Institutes, Tuition, \*Vocational Education

Identifiers—\*New Mexico

This document presents basic information and statistical data for each public two-year college in New Mexico. The information is presented by institution and includes: (1) statute under which the institution is organized; (2) year organized; (3) 1975-76 enrollment and valuation data for public school districts included within the institutional district; (4) percentage of local high school graduates enrolled; (5) tax dollars collected during 1975-76 and local tax limit; (6) capital debt; (7) tuition charges per credit hour for in-district, out-of-district, and out-of-state students, fee charge per credit hour, and tuition charge per noncredit contact hour; (8) charge for community service noncredit courses; (9) headcount and full time equivalent enrollment data in academic, vocational-technical, and community services programs for 1975-76 and the two preceding years; (10) percentage of headcount students enrolling for 12 hours or more, percentage of ethnic minority, and percentage receiving financial aid; (11) instructors' average teaching load; (12) number of full- and part-time teachers in academic and vocational-technical programs; and (13) number of enrollees, graduates, and job placements for each vocational preparation program offered. (JDS)

ED 136 867 JC 770 206

Parnell, Dale

Annual Report of the Chancellor, San Diego Community College District.

Pub Date 13 Apr 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrator Role, \*Annual Reports, Chief Administrators, Community Colleges, Educational Objectives, \*Junior Colleges, \*Multicampus Districts, \*Objectives

Identifiers—California (San Diego)

This document contains a review of the goals of the San Diego Community College District for 1975-76 and the progress that has been made to date in accomplishing those goals. Broad categories reviewed include stabilization and improvement of the environment for teaching and learning, systematization of management efforts, the search for new sources of revenue, staff relationships, the search for more effective communication, securing community support, and solidifying the institutional philosophy. In addition, revised goals for the District for 1976-77 are enumerated. A list of reports presented to the Board of Trustees during 1975-76 and an analysis by function of the actual and ideal time allocation of the District Chancellor are appended. (JDS)

ED 136 868 JC 770 207

Agler, Linda S.

Evaluation of the English 101 Telecourse "Writing for a Reason."

Dallas County Community Coll. District, Tex.

Pub Date Oct 76

Note—98p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Academic Achievement, Community Colleges, Comparative Analysis, \*Composition Skills (Literary), Conventional Instruction, \*Course Evaluation, Dropout Rate, Educational Television, English Instruction, Institutional Research, \*Junior Colleges, Questionnaires, \*Student Attitudes, Student Characteristics, Teaching Methods, \*Telecourses

A study was conducted to evaluate the effectiveness of an English composition telecourse in terms of skills and student attitudes and to compare its effectiveness with parallel classroom courses, to determine whether telecourse students constituted a distinct population, to obtain student evaluations of the two course methods, and to determine the reasons for the high rate of telecourse withdrawal. Pre- and post-test student compositions from random samples of classroom and telecourse students were evaluated by independent raters on eight criteria, and a semantic differential instrument was similarly utilized to assess attitudes toward writing self-concept, method of instruction and English. In addition, a Student Background Survey, grade distributions, and a survey of telecourse dropouts were utilized in the study design. Findings revealed significant improvement by both groups in composition skills, with telecourse students obtaining significantly higher scores in three areas; similar course grade distributions; similar improvement in writing self-concept, but more positive course attitudes among classroom students. "Personal problems" were most commonly cited by the 52% of the telecourse students who withdrew. Telecourse students were significantly different from on-campus students along several dimensions. (JDS)

ED 136 869 JC 770 208

Stine, Vance

Job Attitude Survey for Classified Personnel.

Research Study #77-3.

Los Angeles City Coll., Calif.

Pub Date Apr 77

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, \*Employee Attitudes, Employer Employee Relationship, \*Job Satisfaction, \*Junior Colleges, Organizational Climate, Questionnaires, \*School Personnel, Staff Orientation, \*Surveys

Identifiers—\*Classified Employees

In order to determine how classified employees at Los Angeles City College felt about their jobs, a 15-item questionnaire was distributed to 325 classified employees. Responses were analyzed according to five functional subgroups of employees. Attitude "quotients" were obtained by dividing the percentage of generally positive responses by the percentage of generally negative responses. Overall, the quotients obtained were greater than unity. However, it was noted that the relatively low quotient on the question of promotion and pay raises might indicate a need for a staff development program for the purpose of informing all classified employees about promotion

and pay raise policies and procedures. In addition, it was found that the response quotients differed among employee groups for some survey questions, indicating that some subgroups of classified personnel might have development needs which were different from those of other subgroups. The findings are recommended for use in the planning of staff development programs. Tabulated data and the questionnaire are included in the report. (JDS)

ED 136 870

JC 770 209

Weaver, Thomas L.

**A Profile of Faculty and Administrator Perceptions of a College's Governance Characteristics.**  
Pub Date 12 Mar 77

Note—131p.; Ed.D. Practicum, Nova University. Page 2 of Appendix A is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Administrative Organization, \*Administrator Attitudes, Bureaucracy, College Administration, College Faculty, Community Colleges, Comparative Analysis, Decision Making, \*Governance, \*Junior Colleges, Organizational Communication, Questionnaires, Surveys, Teacher Administrator Relationship, \*Teacher Attitudes

All Top Administrators, Other Administrators, and Faculty at Central Florida Community College (n=101) were surveyed in order to ascertain their perceptions of the college's existing governance characteristics. Response rates from each of the three groups differed but were at least 70%. Results of the survey showed that the traditional bureaucratic organizational model of the college had produced a less than desirable profile of organizational characteristics. Perceptions of what takes place at the college were found to be quite different from the viewpoints of the various groups surveyed. Top Administrator's responses showed consistently high positive perceptions of interaction, decision-making, communication, leadership, motivation, and goals. Responses of Other Administrators resembled those of Faculty in all but the areas of interaction and communication, although Other Administrators tended to have more positive perceptions than Faculty. Faculty perceptions were distinctly more negative in the areas of interaction, decision-making, and communication, and in certain areas of leadership and motivation. A more participatory governance model was recommended to enhance faculty/administrator relations. The survey instrument is appended. (JDS)

ED 136 871

JC 770 210

Houston, Charles A.

**Using Student Data for Community College Decision-Making: Three Examples Using Nonparametric Statistics.** Brief No. 32.

Virginia Western Community Coll., Roanoke. Office of Institutional Research.

Pub Date 16 Jul 76

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, \*Decision Making, Educational Researchers, \*Institutional Research, \*Junior Colleges, \*Nonparametric Statistics, \*Statistical Analysis, Statistical Studies

Identifiers—Chi Square Analysis, Kruskal Wallis Test, McNemar Test for Significance Change

This paper presents three examples of nonparametric statistical tests that can aid certain decision-making processes in the community college by using basic student data to separate "scientific" decision-making from "opinion" decision-making. A brief example of each test in a decision-making situation is related to illustrate the utility of the test. The McNemar Test for Significance Change is presented in order to examine certain enrollment changes. The Kruskal-Wallis Test examines the population distribution of several independent samples of mathematics placement scores as they relate to the high schools that the students attended. A Chi-Square Analysis is used to test the independence of students' curriculum choices and high schools attended. These tests are recommended to the beginning community college researcher because they are easily computed and explained, do not require samples drawn from a normally distributed population, and are easily understood both in terms of theory and application and thus are less likely to be used inappropriately than

parametric statistical tests. A brief list of elementary statistical tests is included with the suggestion that the researcher review them when utilizing nonparametric statistics in the generation of decision-making information. (Author/JDS)

ED 136 872

JC 770 211

Adult School and Community College Finance.

California State Postsecondary Education Commission, Sacramento.

Pub Date Feb 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Adult Education, Adult Education Programs, Average Daily Attendance, Community Colleges, Educational Finance, Enrollment, \*Equalization Aid, \*Finance Reform, Financial Policy, Financial Support, \*Junior Colleges, \*Public School Adult Education, \*State Aid, State Programs, Tax Support

Identifiers—\*California

This document represents the completion of the first phase of a study of adult and continuing education in California. The current method of funding community colleges in general, and adult/continuing education programs offered by community colleges and school districts specifically, are examined, their shortcomings noted, and alternatives to the present method of funding suggested for consideration and legislative adoption. The report recommends replacing the current Foundation Aid Program with Percentage Equalizing as the way to finance adult/continuing education in the state. The proposed changes would eliminate the present "enrollment cap", would achieve equal expenditure per pupil and equal tax effort per taxpayer throughout California, and would generally simplify community college and adult school financing while constraining public expenditures for community colleges and adult education to a level consistent with increases on tax revenues. Detailed analysis of the current financing system and the proposed system constitutes the bulk of the report. (Author/JDS)

ED 136 873

JC 770 212

**Standards for Community College Library Facilities.**

California State Postsecondary Education Commission, Sacramento.

Pub Date 16 Sep 74

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Colleges, \*Facility Guidelines, \*Junior College Libraries, Junior Colleges, \*Library Facilities, Library Planning, \*Library Standards, \*State Standards

Identifiers—\*California

This report contains proposed standards for community college library facilities developed by the California Postsecondary Education Commission. Formulae for calculating stack space, staff space, reader station space, and total space are included in the report. Three alternative models for revising the present library standards were considered: standards based on "average" practice, derived through the use of regression analysis; theoretical standards developed by the Standards Committee of the California Learning Resources Association; and the adjusted standards recommended in the report, which are designed to reflect certain economies of scale inherent in the operation of the larger institutions. The standards recommended by the Commission were chosen because they do not contain the deficiencies associated with the alternative sets of standards. It is noted in the report that the proposed standards are intended to serve as guidelines for state support of capital outlay projects since modification may be necessary under certain unique circumstances. (Author/JDS)

ED 136 874

JC 770 213

**Program Evaluation: The Virginia Community College System.**

Virginia State General Assembly, Richmond. Joint Legislative Audit and Review Commission.

Pub Date 17 Mar 75

Note—368p.; Best copy available

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Adult Education, Articulation (Program), College Faculty, Community Colleges, Cost Effectiveness, Enrollment Projections, \*Junior Colleges, \*Management Systems, Program Costs, Program Effectiveness, \*Program Evaluation, State Surveys, \*Statewide Planning,

Student Characteristics, Teaching Quality, Vocational Education

Identifiers—\*Virginia, \*Virginia Community College System

This document contains a performance evaluation of the Virginia Community College System (VCCS), based on data collected by each institution and state agencies, field interviews, original surveys of community college students and staff, and contact with industry. Section I reviews the legislature's intent in establishing the VCCS with regard to the types of students to be served, and provides a review of higher education in Virginia and a profile of community college students. Section II evaluates college and program admissions, counseling for student needs, and accessibility. Section III analyzes university parallel, occupational-technical and continuing adult education programs, focusing particularly on scope of programs, enrollments, and costs. Section IV reviews and evaluates special training programs for industry. Section V evaluates college and system-wide planning and management, enrollment forecasting for budget and facilities, and academic management (faculty productivity, staff attitudes, instructional quality). The appendices contain survey data and questionnaires, and an index of key issues. An extensive documented response to the evaluation report by the VCCS and a rejoinder by the Audit and Review Commission is included. (JDS)

ED 136 875

JC 770 214

Martens, Kay, Ed.

**Critical Questions: A Report of the Projects Utilizing Cognitive Style Information in New York State Two-Year Colleges.** Project Priority: Occupational Emphasis.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Spons. Agency—New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Pub Date Aug 76

Note—135p.; Best copy available

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Academic Achievement, Career Choice, \*Cognitive Style, Community Colleges, \*Composition (Literary), Individual Differences, Instructional Materials, \*Junior Colleges, Junior College Students, \*Learning Modalities, Psychological Tests, \*Vocational Education, Writing Skills

Between 1974 and 1976 the Two-Year College Development Center conducted a project to provide cognitive style information to faculty, counselors, and administrators at 21 two-year colleges in New York through a series of seminars and workshops. During 1976, the project focused on four questions identified as crucial to the application of cognitive style information at two-year colleges. These were: (1) Does a program in cognitive style information for students improve learning performance? (2) Is there a relationship between students' cognitive styles and their performance on written assignments? (3) Is there an inverse relationship between mismatching of cognitive style and performance in occupational curricula? (4) Is cognitive style a determinant in the type of materials students select in a learning laboratory? This document compiles the reports of studies undertaken by eleven of the participating colleges to provide answers to the four questions, and an additional study undertaken to investigate the relationship between cognitive style and career choices. Procedures and testing instruments used in the studies are reviewed by the project staff in a separate chapter. The concluding chapter summarizes the studies and makes suggestions for further research. (JDS)

ED 136 876

JC 770 215

High School Senior Survey.

Roane State Community Coll., Harriman, Tenn.

Pub Date 77

Note—110p.; Page 3 of Appendix G may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Academic Aspiration, College Bound Students, \*College Choice, College Majors, Decision Making, \*Educational Objectives, Females, \*High School Students, Institutional Research, Junior Colleges, Males, Occupational Aspiration, \*Occupational Choice, Questionnaires, Senior High Schools, Seniors, Student Opinion, \*Surveys

Identifiers—Tennessee



Four hundred sixty-nine high school students in six high schools were surveyed in order to obtain information regarding their postsecondary plans and goals, career preferences, educational/training preferences, and opinions about Roane State Community College. Among the findings revealed by the survey were: (1) an overall trend of increasing indecision on the part of seniors about plans after high school; (2) a majority of seniors were contemplating some form of education after high school whether or not they had a specific educational goal in mind at the time they were surveyed; (3) both educational program choices and occupational field choices were statistically significant by sex, with women notably selecting traditional fields; (4) 10% of the students planned to attend a junior/community college, 34% a four-year institution, and 25% a vocational/technical school; (5) cost of attendance, academic reputation, and location were cited as the most important factors influencing choice of a postsecondary institution; and (6) nearly half of the respondents planned to apply for some form of financial assistance. Extensive data analyses are included in the report and the raw data are appended. (JDS)

ED 136 877

JC 770 216

Vinarski, Eugene T. And Others  
1975 Community College Follow-Up System:  
Summary of Findings, Spring 1976.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.  
Pub Date 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Community Colleges, Dropouts, \*Employment Patterns, Females, \*Followup Studies, \*Graduate Surveys, Job Satisfaction, \*Junior Colleges, Males, Participant Satisfaction, Salary Differentials, Student Attitudes, \*Transfer Students, Vocational Followup  
Identifiers—Oregon

This report summarizes the procedures and findings of the 1974-75 Oregon community college follow-up survey of a statewide sample of community college graduates and early leavers. Data obtained by means of the survey questionnaire were analyzed in aggregate, with no separate analyses conducted for individual colleges. Among the major findings were: (1) one-half of the graduates surveyed were employed full-time while an additional 34% were continuing their education; (2) one-half of the respondents identified as early leavers were continuing their education while an additional one-third were employed full-time; (3) twice as many graduates as early leavers were working in an area related to their community college program; (4) respondents indicated overall satisfaction with the programs and services offered at Oregon community colleges; (5) over one-half of all respondents who were continuing their education were doing so in a state higher education institution; (6) one-fourth of all continuing students were studying at community colleges; (7) average salary for females employed full-time was \$510 per month while for males the figure was \$630 per month; and (8) lower division transfer students were significantly more likely to continue their education than were vocational students. The survey instrument is appended. (JDS)

ED 136 878

JC 770 217

Adickes, Sandra Worthman, Elizabeth  
Meeting the Needs of Working Class Women in  
Post-Secondary Education.

Pub Date 28 Oct 76

Note—14p.; Paper presented at the conference on Women in Midlife Crises (Ithaca, New York, October 28, 1976). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Students, Community Colleges, Counseling, Family Relationship, Housewives, \*Junior Colleges, \*Nontraditional Students, Student College Relationship, Student Needs, \*Student Problems, Tuition, \*Women's Education

Identifiers—City University of New York, Staten Island Community College, Working Class Women

This paper describes the problems and successes of adult working-class women at Staten Island Community College (New York) who have

been moved by the aspirations enunciated by the women's movement to enter the college in increasing numbers. Among the problems that such reentering women face in the pursuit of a higher education are ambivalence and resistance from husbands, guilt feelings as a consequence of having to leave their children for extended periods, lack of institutional sensitivity to the unique needs of returning women, academic sexual stereotyping, and lack of sensitivity of male faculty members. In addition, the recent imposition of tuition charges in the City University of New York system poses an obstacle to program completion for working-class women, who typically have no income independent of their spouses. The severe reduction of counseling and support personnel throughout the City University also impinges negatively on working-class women, who have special needs for counseling designed to encourage them. Response of the institution to the special needs of returning working-class women has been inadequate thus far. Improved levels of counseling are needed, both for the woman student, and in some instances, members of her family, as are career advocacy and vocational advocacy. It is notable that some women students have taken to political organizing to obtain needed educational opportunities. (JDS)

ED 136 879

JC 770 218

Reid, Alban E. And Others

Some Concerns and Promises of Two-Year and Four-Year Colleges in Illinois: Further Deliberations on Articulation.

Western Illinois Univ., Macomb.

Pub Date 76

Note—21p.; Cover title: Articulation Between Two-Year and Four-Year Colleges; papers presented at a workshop on articulation at Western Illinois University, Macomb, Illinois, April 30 and May 1, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Articulation (Program), Colleges, Community Colleges, \*Higher Education, \*Junior Colleges, Student Needs, Transfer Policy, \*Transfer Students, Universities  
Identifiers—Illinois

This document presents several brief papers and responses concerning articulation and transfer between institutions of higher education in Illinois. Alban E. Reid provides a community college perspective on articulation, dealing with both the issue of students transferring from the community college to senior institutions and with the issue of students transferring from senior institutions to the community college. It is suggested that senior institutions must investigate the development of alternative delivery systems to serve the place-bound potential transfer student. Robert L. Poorman recommends that students transferring from the community college to a four-year college or university be oriented to their new environment separately from new freshmen. Receiving institutions should make an extra effort to enhance the experience of transfer students while simultaneously capitalizing upon their special talents, for example, in the area of student leadership. An addendum outlines the questions and issues which every transfer student should consider to facilitate the transfer process. (JDS)

ED 136 880

95

JC 770 219

Lombardi, John  
Noncampus Colleges: New Governance Patterns for Outreach Programs. Topical Paper No. 60.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TP-60

Pub Date Mar 77

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administrative Organization, Community Colleges, \*Educational Facilities, Educational Finance, Enrollment, Governance, \*Junior Colleges, \*Organizational Effectiveness, Outreach Programs, Part Time Students, Part Time Teachers, \*Post Secondary Education, Special Programs, Student Characteristics, Teaching Methods

Identifiers—Chicago City Wide College IL, Chicago Urban Skills Institute IL, Coastline Community College CA, Community College of Vermont, \*Noncampus Colleges, Peralta College for Nontraditional Study CA, Pioneer Community College MO, Whatcom Community College WA

This paper examines the characteristics of an emerging new type of postsecondary institution, the noncampus college—its facilities, learning activities, organization, financing, students, faculty, and special problems. While maintaining traditional curricular offerings and classroom instructional patterns, noncampus colleges dispense with the fixed campus in favor of rented and donated facilities in many locations. The eight existing noncampus colleges vary in their responsibilities; some provide a full range of academic and occupational programs within a geographically large service area, while others are limited to special types of programs or consolidate all off-campus instruction within a multi-campus district. All maintain a headquarters for administrative and support services. Noncampus colleges exist to serve nontraditional students, particularly adult part-time students, and thus may emphasize alternative learning experiences and instructional methods such as televised instruction or contract learning. However, they remain classroom oriented, and appear unlikely to embrace the external degree or college without walls format. Despite some problems, noncampus colleges provide an efficient and flexible organizational pattern for postsecondary outreach efforts. (JDS)

ED 136 881

JC 770 220

North Carolina Community College System Biennial Report, 1974-76.

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date 30 Jun 76

Note—124p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Organization, \*Annual Reports, Community Colleges, Educational Facilities, Educational Finance, Enrollment Trends, Expenditures, \*Junior Colleges, Space Utilization, State Aid, Statewide Planning, Statistical Data, Technical Institutes  
Identifiers—North Carolina, \*North Carolina Community College System

The North Carolina Community College System includes 37 technical institutes and 20 community colleges. Chapter I of this report reviews the role of the community college system in North Carolina's higher education network. Chapter II reviews the administration of the system, including the role of the State Board of Education, the Community College Advisory Council, the Controller, and the Department of Community Colleges. Chapter III provides a brief overview of academic transfer, general education, developmental, and occupational programs offered. Chapter IV presents financial, enrollment, and space utilization data: current expenses by institution, institutional receipts, capital fund expenditures, major equipment inventory, library book acquisition, estimate of state expenditures for 1976-77 and budget requests for 1977-79, average annual enrollment by type of program, enrollment growth, geographic origin of students, enrollment by race, sex and type of program, community college transfers, growth of the community college system, capacity/enrollment ratio, and assignable square feet per full time equivalent student. Chapter V reviews system planning—the biennial program plan, long-range planning, the liaison committee, and the civil rights plan. An additional section presents brief statements from each institution on its accomplishments during the period covered by the report. (JDS)

ED 136 882

JC 770 221

Miller, Howard F., Jr.

New Jersey Two-Year College Transfer Students. Research Report 76-1.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date Jan 76

Note—29p.; Appendices may be marginally legible due to print quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cohort Analysis, College Admission, Community Colleges, Competitive Selection, \*Educational Opportunities, \*Junior Colleges, Open Enrollment, \*State Colleges, State Surveys, Statistical Studies, Student Characteristics, \*Transfer Policy, \*Transfer Students  
Identifiers—Enrollment Ceilings, \*New Jersey

A state-wide study of transfer students moving from two-year to four-year colleges in 1974 was conducted in order to describe the extent to which the New Jersey County Colleges were serving as the entry point for students seeking a bac-

calaustrate degree, to enhance the understanding of the impact of two-year college transfer students on the proportion of lower and upper division enrollments at the four-year colleges, and to estimate the size of the two-year college transfer cohorts over the near term. Among the findings of the study were: (1) transfer growth between 1973-74 and 1974-75 alone was on the order of 25%; (2) transfer students accounted for a small segment (estimated at 6% to 7%) of four-year college undergraduate enrollments in 1974-75; (3) nearly 60% of transfers entered the upper division while the remaining 40% were distributed equally among freshman and sophomore classes; (4) the majority (84%) of transfers went into public four-year colleges; and (5) 70% of the transfers enrolled in a four-year college in the same or adjacent county as their county college. It was concluded that continued growth in numbers of two-year college transfer students plus enrollment ceilings in four-year colleges may lead to increased competition for space between transfers and entering freshmen and to an intensification in selective admissions that may impair access to a public baccalaureate education via a transfer degree. (JDS)

ED 136 883 JC 770 222

Keratis, Gene

Attitudes of Middle-Management Administrators Concerning Collective Bargaining in a Community College.

Pub Date 15 Apr 77

Note—50p.; Ed.D. Practicum, Nova University ; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Administrator Attitudes, Administrator Role, \*Collective Bargaining, \*College Deans, Community Colleges, Governance, \*Junior Colleges, \*Organizational Climate, Questionnaires, School Surveys, Statistical Studies, Teacher Administrator Relationship

Identifiers—El Camino College

A study was conducted to ascertain the perceptions of mid-level administrators concerning collective bargaining at El Camino Community College, the first California community college to engage in collective bargaining pursuant to recently adopted enabling legislation. A survey instrument was administered to 28 administrators (deans and associate deans) with 24 (86%) responding. On 18 of the survey items which allowed for negative reactions to the impact of collective bargaining on the college environment, respondents registered negative concurrence on 15 items. Comparative analysis of deans' and associate deans' responses showed significant differences on only three of the twenty-seven survey items, indicating a congruence in perceptions independent of role. Respondents indicated no certainty or unanimity that they were sufficiently knowledgeable about or comfortable with their new roles in the bargaining process, although they did not feel that the authority associated with their administrative roles would be greatly affected by the bargaining process. It was recommended that mid-level managers form a sub-group which could focus on the concerns specific to its members and articulate with other such groups in other institutions. The survey instrument and tabulated data are appended. (JDS)

ED 136 884 JC 770 223

Stevens, Mary A.

A Strategy to Gain Faculty Acceptance of and Participation in the Granting of Credit for Prior, Non-Sponsored Learning at Black Hawk College.

Pub Date 15 Mar 77

Note—101p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Activity Learning, \*College Credits, College Faculty, Community Colleges, Employment Experience, Equivalency Tests, \*Evaluation Methods, \*Junior Colleges, \*Learning Experience, School Surveys, Student Evaluation, \*Student Experience, Teacher Attitudes

Identifiers—Black Hawk College IL, \*Experiential Learning

A study was conducted at Black Hawk College (Illinois) to examine the purpose and status of the award of academic credit for learning gained through life and employment experiences, by assessment means other than such national testing programs as the College Level Examination Program. Procedures and practices employed in

other colleges in the assessment of prior, non-sponsored learning were reviewed as were causes of negative faculty reaction to such assessment at other institutions. Subsequently, a survey of Black Hawk College faculty was conducted to determine their knowledge of and attitudes toward such assessment and their opinions on what procedures should be part of the overall evaluation process. Survey findings revealed that the faculty were generally favorable; notably, faculty from the career area were more positive toward assessment of prior learning than were university-parallel program faculty. Those faculty supporting the use of behavioral objectives also tended to view assessment of prior learning more favorably than other faculty. Specific procedures for the assessment of prior learning were recommended, reflecting faculty attitudes and opinions. The survey instrument and a bibliography are appended. (JDS)

ED 136 885 95 JC 770 224

Fall 1975 Entering Students in Spring 1977: A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Fourth Semester. Student Flow Project, Report No. 23. Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—35p.; Hard copy not available due to marginal legibility of the original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cohort Analysis, College Credits, Community Colleges, Demography, \*Dropout Characteristics, Grade Point Average, \*Junior Colleges, \*Persistence, School Holding Power, Statistical Studies, \*Student Characteristics

Identifiers—Hawaii

This report, part of a series of studies on student flow in the seven Hawaii community colleges, contains an analysis of fall 1975 entering students in their fourth semester. Of a total of 8,979 entering students in fall 1975, 3,653 were registered in spring 1977 and 3,302 had been continuously enrolled over the four semesters. The continuation rate from the previous semester (fall 1976) was 80%. Overall, continuation rates were higher for males, for students aged 19 and under at the time of entry, for unmarried students, for graduates of island public high schools, for new students as compared to transfers, and for full-time students. The highest continuation rates were for students seeking the Associate of Science degree. Statistically significant differences in continuation rates were found for the community college total on all of the 10 personal and academic characteristics studied but sex and marital status. However, characteristics found to be statistically significant between continuing and non-continuing students in the fall 1975 entering group for the community college total as well as for each of the seven campuses were, in spring 1976 (second semester)—age, entry status, full- or part-time status, grade point average, and credit-completion ratio; in fall 1976 (third semester)—grade point average and credit-completion ratio; and in spring 1977 (fourth semester)—grade point average and credit-completion ratio. (JDS)

ED 136 886 JC 770 225

Eyler, David R.

A Telephone Based Regional Adult Education Information Service.

Virginia Region 3 Adult Education Coordinating Committee, Weyers Cave.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Mar 77

Note—40p.; Some appendices may be marginally legible due to print quality of the original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Adult Education, \*College School Cooperation, \*Community Information Services, \*Educational Opportunities, Information Dissemination, Interinstitutional Cooperation, Junior Colleges, Program Evaluation, Publicize, Public Relations, \*Regional Cooperation, Regional Programs

This report describes a cooperative project designed to inform area residents of available adult education opportunities and to establish a central information contact point. The regional Adult Education Coordinating Committee compiled a list of adult education courses and ser-

vices offered by member institutions, devised newspaper and radio advertising, and established a central information service with an automatic telephone answering device. Queries received were answered by mail by the project staff. At the close of the project, 274 individuals had responded to the advertising and had requested further information concerning the adult education offerings within the region. A poll of those enrolled in adult education courses revealed that 26% were aware of the advertising and/or had called the adult education telephone number. It was noted that the project surpassed any previous regional efforts to conduct a broadly based public information effort, and that although the number of responses was less than had been desired, it was felt to have been successful as a public information effort. Appended are advertising scripts, response forms, and a financial statement of the project. (JDS)

ED 136 887 JC 770 226

Martorana, S. V. Nespoli, Lawrence A.

State Legislation Relating to Community and Junior Colleges, 1976. Report No. 27.

National Council of State Directors of Community-Junior Colleges; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Feb 77

Note—86p.; Some pages may reproduce poorly due to small size of type

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, Educational Finance, Governance, Indexes (Locators), \*Junior Colleges, \*National Surveys, Performance Based Education, \*Post Secondary Education, State Aid, \*State Legislation, \*Trend Analysis

Identifiers—Enrollment Ceilings

This document presents an analysis of state legislation enacted and proposed in 1976 related to community and junior colleges. Data for this analysis were obtained from two sources—personal replies to a survey of state directors of community and junior colleges, and actual legislative documents from the states. Following an introductory section, the second section of the report reviews five "critical issues" identified by the state directors as attracting legislative attention and action in 1976: finance, governance, institutional growth, legislative support, and personnel. Of these, finance was perceived to be of greatest importance. The third section, based on analysis of enacted legislation and proposed bills reported out of committee, summarizes legislative activity in the areas of finance, administration, physical facilities, institutional growth, personnel, students, and academic programs. The fourth section provides a separate analysis of legislative action related to the legal bases for "community-based, performance-oriented" educational programs. Section five presents a summary of trends and conclusions. Appendices include an annotated list of enacted and proposed legislation for each state and a subject index to the legislation. (JDS)

ED 136 888 JC 770 227

Curry, Denis Johnson, Jackie

Recommendation for Faculty Salaries in Washington Public Higher Education 1977-79. Report No. 77-17.

Washington State Council for Postsecondary Education, Olympia.

Pub Date Mar 77

Note—43p.; Hard copy not available due to print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*College Faculty, Community Colleges, Comparative Analysis, Cost Indexes, \*Higher Education, \*Junior Colleges, National Surveys, Salary Differentials, State Colleges, State Surveys, Statistical Data, \*Teacher Salaries, Universities

Identifiers—\*Washington

This document provides an analysis of faculty salary structures in Washington state colleges, universities, and community colleges. Comparative analysis of national averages for faculty salaries and compensation show that Washington institutions are below the national average in terms of faculty salaries, although the amount expended for salaries and fringe benefits combined closely approaches the national mean. In addition, it is noted that the "double-digit" inflation of previous years has eliminated any real salary increases for

the average faculty member in most Washington institutions while faculty productivity, when measured by credit hour loads, has increased. In response to the need to narrow the gap in faculty purchasing power and to remain competitive with other states, the Council recommends that the legislature provide funds to increase faculty salaries by from 5.4% to 13.9% in the 1977-78 academic year and that a further increase be provided for the 1978-79 academic year based on anticipated increases in the cost of living. Comparative salary data for Washington institutions, for a ranked sample of states, and for a ranked sample of representative out of state colleges is provided for each of the three types of postsecondary institutions considered. (JDS)

**ED 136 889** JC 770 228  
Nation, William C.

**The Dual Labor Market Theory: Implications for the Community College.**

Pub Date Jul 76

Note—25p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Community Colleges, Individual Development, \*Job Skills, \*Junior Colleges, \*Manpower Development, Program Design, \*Subemployment, Training Objectives, Unemployed, Unskilled Labor, Unskilled Workers, Vocational Education, Vocational Maturity, \*Work Attitudes

**Identifiers**—\*Dual Labor Market Theory

This paper reviews existing manpower training programs in light of the dual labor market theory, and discusses the implications for community colleges in addressing the needs of the unemployed within their service areas. The dual labor market theory postulates that there are two distinct spheres of employment: a primary labor market in which participants are highly skilled, have good work attitudes, are well-paid and have opportunities for advancement, and a secondary labor market in which the participants are unskilled, uneducated, transient, marginally compensated, have poor attitudes, and have limited chances for advancement. The most important differences between the two spheres are education and attitudes. Current manpower training programs typically focus only on job skills education, with limited attention paid to training in attitude improvement and interpersonal skills. The success of such programs is dubious. On the other hand, some community colleges have programs which integrate personal development education and skills training, with the result proving better than job skills education alone. Several recommendations are included by means of which community colleges can more effectively respond to the needs of the participants in the secondary labor market. A bibliography is attached. (JDS)

**ED 136 890** JC 770 229  
Olivas, Michael A.

**A Statistical Portrait of Honors Programs in Two-Year Colleges.**

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; National Collegiate Honors Council.

Pub Date [75]

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Community Colleges, \*Honors Curriculum, Honor Societies, Independent Study, \*Junior Colleges, \*National Surveys, Special Programs, Statistical Studies, \*Superior Students

A survey was sent to the entire institutional membership of the American Association of Community and Junior Colleges in spring 1975 in order to ascertain the extent of honors programs available for two-year college students of exceptional ability. Of the 1,270 institutions surveyed, 644 responded (51%). Results of the survey showed: (1) 47 of the responding institutions had honors programs with formalized academic and administrative structures; (2) the bulk of institutions indicated that while they did not have formalized academic and administrative honors programs, they did have honors elements, such as honors classes, honor societies, colloquia, independent study provisions, or financial aid based at least partly on achievement; (3) 125 institutions indicated that they had neither formalized honors programs nor honors elements; and (4)

institutional size appeared to have little effect on whether or not a formal honors program or honors elements were available for students. The author concludes that the development of honors opportunities for gifted students in two-year colleges is a relatively new phenomenon and fledgling attempt to educate one constituency in an extremely heterogeneous student population. Tabular data are included throughout the report and a bibliography is attached. (Author/JDS)

**ED 136 891** JC 770 230

Barsaleau, Richard B. Walters, Henry R.

**Animal Health Technicians: A Survey of Program Graduates and of Veterinarians.**

Cosumnes River Coll., Sacramento, Calif.

Pub Date Mar 77

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Community Colleges, \*Curriculum Design, Employer Attitudes, \*Employment Patterns, Graduate Surveys, Institutional Research, \*Job Skills, \*Junior Colleges, Paraprofessional Personnel, Program Evaluation, Salaries, Surveys, \*Veterinary Assistants, Vocational Followup

**Identifiers**—\*Animal Health Technicians, Veterinarians

This document compiles the reports of two surveys conducted by Cosumnes River College to determine the status of graduates of its Animal Health Technician program, and to assess the acceptance and use of such paraprofessionals by area veterinarians. Information concerning type of employment, state certification, salaries, types of duties, length of employment, future plans, and interest in continuing education was obtained from 47 of the 68 graduates of the program since its inception in 1972. Employment as an Animal Health Technician (AHT) was reported by 33 respondents, primarily in small animal care facilities; 14 respondents reported employment in related fields. Duties of the AHT's were concentrated in the areas of surgery and laboratory; only three respondents reported 50% or more time spent in front-office duties. Area veterinarians were surveyed concerning type of practice, training of currently employed paraprofessionals, opinions concerning appropriate starting salaries for certificated AHT's, interest in refresher skills courses for employees, curriculum preferences for AHT training, preferred areas of veterinary office practice activity, and job skills currently being performed by AHT's. Over half of the 71 responding veterinarians had trained their own paraprofessionals, but most were enthusiastic about the Cosumnes program. Open-ended comments of the respondents are included in each report. (JDS)

**ED 136 892** JC 770 231

Sparks, June R. Davis, Cynthia L.

**A Systems Analysis and Evaluation of a Junior College Developmental Studies Program.**

Pub Date 7 Apr 77

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 7, 1977); Legends on tables may be marginally legible due to small print of the original

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Academic Achievement, Basic Skills, Community Colleges, Developmental Programs, \*Evaluation Methods, \*Junior Colleges, Program Descriptions, \*Program Evaluation, Remedial Courses, \*Remedial Programs, \*Student Evaluation, \*Systems Approach

**Identifiers**—Dalton Junior College GA

This paper describes the structure and operation of an evaluation system for the developmental education program at Dalton Junior College (Georgia). All applicants for admission to the college who score below 330 on either section of the Scholastic Aptitude Test are required to take the Comparative Guidance and Placement (CGP) test to determine their proficiency in various skills. Those falling below the institutional cut-off point on the CGP are required to complete Special Studies courses before being admitted to college credit courses. Students may exit from a Special Studies course by completing the course requirements and scoring above the cut-off point on the CGP in that area; otherwise they are advised to enroll in the next sequential developmental course. In order to monitor student progress, an evaluation system is utilized which allows identification, testing, registration, and account-

ing for every Special Studies student. This system also allows followup studies of subsequent student progress in credit courses. Among the methods used to evaluate the program are analyses of CGP score differentials and retention rates in subsequent credit courses. Included in the paper are graphic representations of the Special Studies program and the evaluation system. Special Studies course descriptions and content objectives are appended. (JDS)

**ED 136 893** JC 770 232

Seniors, Alma L.

**Hillsborough Community College, Dale Mabry**

**Campus: Student and Course Survey.**

Hillsborough Community Coll., Tampa, Fla.

Pub Date 76

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Community Colleges, \*Community Service Programs, Course Evaluation, Demography, \*Evening Students, Institutional Research, \*Junior Colleges, Participant Satisfaction, Questionnaires, Statistical Studies, \*Student Characteristics, Student Opinion, \*Surveys

In the spring of 1976, 1,183 community services students were surveyed to obtain data to furnish a demographic description of the students, to serve as a basis for formulating future community services courses, and to serve as a basis for comparing yearly successes or failures of courses. Of those surveyed, 723 responded. Results of the survey showed the typical community services student to be married, female, and 34.5 years of age. While the largest single grouping of students (35%) reported completion of high school, approximately 20% had completed professional or post-graduate training. More than half reported annual household incomes of over \$12,000. Over 60% of the students were taking courses to learn more about a specific subject, while 14% were taking courses to improve a specific skill. The majority had enrolled in at least one previous community services course. The respondents overwhelmingly preferred to attend classes on weekday evenings; Saturday classes were not favored. When responses to the 1976 students were compared to those of 1972 community services students, the two groups were found to differ significantly in all areas addressed by the survey other than sex, number of courses currently enrolled in, number of courses previously taken, and reasons for enrolling. The survey instrument is appended. (JDS)

**ED 136 894** JC 770 233

**Part-Time Faculty Handbook.**

College of the Mainland, Texas City, Tex.

Pub Date [76]

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—College Faculty, Community Colleges, \*Guides, \*Junior Colleges, Manuals, \*Part Time Teachers, School Policy, \*Teacher Orientation

This document contains comprehensive information designed to orient the part-time faculty member to the College of the Mainland. Information included in the handbook covers the history and philosophy of the college; student and instructor rights; a description of social and economic characteristics of the students; a description of the faculty; regulations on attendance, conduct, alcoholic beverages, drugs, firearms, smoking, traffic and parking; credit by examination; speakers on campus; descriptions of campus facilities and services such as the bookstore, the learning resources center, the library, non-printing media and audio-visual, and supplies and clerical services; and employment records and compensation. Special information and regulations regarding continuing education and community services programs and academic and technical/vocational programs complete the document. (JDS)

**ED 136 895** JC 770 234

Parsons, Michael H.

**Social Scientists and Citizens: Partners in Community Development.**

Pub Date 16 Apr 77

Note—9p.; Paper presented at the Annual Convention of the Eastern Community College Social Science Association (Pittsburgh, Pennsylvania, April 16, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**



**Descriptors—**\*Change Agents, College Faculty, Community Agencies (Public), Community Colleges, \*Community Development, Community Study, Interinstitutional Cooperation, \*Junior Colleges, \*Research Opportunities, \*School Community Cooperation

Community colleges, because of their strategic placement within the community, are particularly well-suited to becoming catalysts in the problem-solving process of the community by performing the research which underlies community development. Social science faculty, given their methodological training, community orientation, and teaching focus, are the logical individuals to become community development agents. Students can serve as inexpensive data collection personnel. The community development process must begin with a careful definition of the community problem, project objectives designed to assist in the solution, and project evaluation criteria. Cooperation with community agencies must be sought, and the expectations of these agencies must be met. Hagerstown Junior College's cooperation with the local YMCA, the county school board, and a number of other community agencies serve as examples of college/community partnership in community problem solving. (JDS)

ED 136 896 95 JC 770 236

Elosser, Bonnie Vaughan, George B.  
**Better Information for Student Choice. An Analysis of MECC's Participation in FIPSE's National Project One.**

Mountain Empire Community Coll., Big Stone Gap, Va.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—25p.; The sample brochure included in the document has been deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors—**College Choice, Community Colleges, \*Consumer Protection, Data Collection, Educational Problems, Information Dissemination, \*Information Needs, \*Junior Colleges, \*Occupational Information, Post Secondary Education, Questionnaires, Student College Relationship, \*Student Needs

This document describes the efforts of Mountain Empire Community College to develop better ways of informing students of college opportunities, and reviews the philosophical and ethical concerns underlying the need for better educational consumer information. Analysis indicated that students needed better information about the nature of college programs and on the types of jobs or potential for success at transfer institutions that graduates could expect. In particular, detailed information on entry-level salaries and salary ranges, opportunities for advancement, aptitude requirements, associated life styles, and local, state, and national job outlooks for each occupational program were required. Follow-up survey instruments for employed and transferred graduates and for employers of graduates had to be revised to gather necessary data, and faculty had to produce carefully detailed course and program descriptions. Outside editorial assistance was required to produce the 15 program brochures resulting from the project. Ways in which the project benefitted the college as well as the students, general areas of concern, and specific problems encountered (such as dealing with faculty, survey administration, and dealing with unflattering information) are discussed. Recommendations for other institutions developing consumer information products and copies of the data-gathering instruments complete the document. (JDS)

ED 136 897 JC 770 237

Toler, Thomas M.

**PPBS: Its Impact Upon Curriculum Decisions.**

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors—**Community Colleges, Cost Effectiveness, \*Curriculum Planning, Curriculum Problems, Decision Making, Educational Finance, Expenditure Per Student, General Education, \*Junior Colleges, \*Program Budgeting, Program Costs, Program Planning, State Aid, \*Technical Education, \*Unit Costs  
**Identifiers—**New York, \*Planning Programming Budgeting System, PPBS

This paper reviews the implications of the programming-planning-budgeting system (PPBS) for curriculum planning and decisions at the community college level in the state of New York. Although the state does not currently require that PPBS be utilized by its public community colleges, there is some evidence that suggests that such a mandate may be forthcoming from the legislature. It is anticipated that the PPBS concept will result in the mandating of a maximum cost per student as a determinant of state aid to the institution, with the result that some high cost per student programs may not receive funding sufficient to allow their survival. Since technical programs tend to be more costly than general education programs, it appears that they are the most threatened by implementation of PPBS. Some technical programs in community colleges, such as x-ray technology, currently cost from approximately four to ten times as much as general education programs when measured on a per student basis. It is suggested that unless PPBS is studied and mastered, curriculum planning may become an unintended budget function rather than the most stable feature of the institution. (JDS)

ED 136 898 JC 770 238

**Alternative Community College Education System Study (ACCESS): A Needs and Feasibility Study.**

Local Government Research Corp., State College, Pa.

Spons Agency—Northeastern Pennsylvania Regional Planning Council for Higher Education; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Feb 77

Note—118p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

**Descriptors—**Community Attitudes, Community Colleges, \*Delivery Systems, \*Educational Alternatives, Educational Finance, Educational Needs, Enrollment Projections, \*Junior Colleges, \*Needs Assessment, Questionnaires, Surveys

**Identifiers—**\*Colleges Without Walls

A study of the unmet postsecondary educational needs of residents of a five-county area in northeastern Pennsylvania was conducted by means of surveys of 10,000 high school students, 10,000 adults, and 76 area employers. In addition, educational statistics of the area populations and an analysis of constraining geographic and economic factors were considered. Findings indicated a need for additional postsecondary opportunities. A number of alternatives were considered for establishing community college programs in the region, and enrollment projections and cost estimates were prepared. The concept of a "community college/technical institute without walls" was recommended, in which classes and student services would be made available in existing facilities scattered throughout the area. Initial enrollment of 700 full-time equivalent (FTE) students was projected for the first year, rising to 1,600 FTE in five years. Total operating costs were estimated at \$894,900 for the first year and at \$2,720,000 after five years. Summaries of survey responses, enrollment projections, area postsecondary resources, alternative courses of action, and financial considerations are described in the report. Appendices include the survey instruments and detailed survey responses. (JDS)

ED 136 899 JC 770 239

Carter, Edith H.

**A Follow-Up Study of Former Occupational-Technical Students at Virginia Community Colleges.**

Pub Date 17 Apr 76

Note—10p.; Paper presented at the Annual Regional Research Conference for Secondary and Post-Secondary Vocational Education Personnel (1st, April 17, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors—**Community Colleges, Demography, Dropout Characteristics, \*Employment Patterns, Followup Studies, Graduate Surveys, \*Junior Colleges, Participant Satisfaction, State Surveys, \*Student Characteristics, Student Opinion, \*Vocational Followup  
**Identifiers—**\*Virginia

A followup study of graduates and non-graduates of occupational-technical programs in Virginia Community College System institutions was conducted in order to develop a profile of such

students, to ascertain their post-college activities, and to study their attitudes toward their community college experience and current employment. All former students, both full- and part-time, who had been enrolled in a community college occupational-technical curriculum at any time from fall 1966 through fall 1969 were identified and sent a questionnaire designed to provide the necessary data for the study. A total of 11,623 former students were surveyed—3,422 graduates and 8,201 non-graduates. Response rates were 73% and 56% for graduates and non-graduates respectively. Among the findings were: (1) the typical occupational-technical student was a state resident, 23 years old, white, and male; (2) grade-point averages were higher for graduates than non-graduates; (3) almost three-fourths of all respondents were working in full-time jobs related to their community college curricula; (4) salaries of those employed varied considerably by race, sex, and type of graduation credential; and (5) respondents generally rated the quality of their education as superior or good and also indicated satisfaction with their programs of study. (JDS)

ED 136 900 JC 770 257

Ostrowski, Michael V.

**The Behavioral Objectives Delivery System: Development and Evaluation Comparison to the Traditional Lecture Method in Child Psychology.**

Pub Date May 77

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors—**Academic Achievement, \*Behavioral Objectives, \*Child Psychology, Community Colleges, Comparative Analysis, Conventional Instruction, Course Evaluation, \*Junior Colleges, \*Lecture, Performance Tests, Statistical Analysis, Student Evaluation of Teacher Performance, \*Teaching Methods

A study was conducted to ascertain whether the use of behavioral objectives in the conduct of a child psychology course would be more effective as an instructional delivery system than the traditional lecture-centered, note-taking approach. An experimental group received instruction in child psychology by means of the behavioral objectives approach while two control classes received traditional instruction in the same subject. Students were not randomly assigned to any of the three groups; the experimental and one of the control groups were similarly composed of traditional college sophomores, while the other control group consisted principally of mature upper-middle class females. All students were pre- and post-tested and tested on each of four course units. Additionally, an analysis of student persistence was made for each of the three study groups. Results of the study showed: (1) students in the experimental group out-performed students in the control groups on both the post-test and the unit examinations; (2) more students persisted to the end of the course in the experimental group than in the control groups; and (3) students in the experimental class rated their instructor higher than did students in the control classes. It was suggested that the study be replicated to control for the variable of instructor personality in influencing such ratings. Tabular data are presented throughout the report relating to student performance on tests. (JDS)

## PS

ED 136 901 PS 009 004

Zigler, Edward F.

**A Study of Culturally Deprived Children in Kindergarten and Grade I Following a Nine-Month Nursery Experience. Final Report.**

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 29 Dec 67

Contract—OEO-2405

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors—**Academic Achievement, \*Compensatory Education Programs, \*Educationally Disadvantaged, \*Followup Studies, \*Intervention, Nursery Schools, \*Preschool Education, \*Sex Differences, Student Adjustment  
**Identifiers—**\*Project Head Start

This follow-up study compares the social adjustment and academic performance of low-income kindergarten and first-grade children who participated in a 9-month Head Start-type nursery school experience with that of kindergarten and first-grade children from the same social background who had not had the nursery school experience. Children were administered the Operation Head Start Behavior Inventory and the Caldwell Preschool Inventory at the beginning and end of their kindergarten year and the Metropolitan Readiness Test, an optional Draw-A-Man test, and the Stanford-Binet in Grade I. School marks in arithmetic and reading at the end of Grade I were used as a measure of adjustment to the school situation and of academic achievement. Results of the first year follow-up indicate that the nursery children started with an advantage in adjustment, and were scored higher by their teachers in industry and initiative, although there was no significant difference in scores on the Caldwell Preschool Inventory. Sex comparisons indicated that although all girls scored higher than all boys in achievement tests, nursery boys and girls did not differ significantly in the amount of gain made over the year. Nursery boys made significantly greater gains than non-nursery boys. In the second year follow-up, findings indicated that the nursery group was rated higher in industry by teachers, that nursery boys obtained higher marks in reading than non-nursery boys, and the nursery group scored higher on the Draw-A-Man test. There were no significant differences between groups on the Metropolitan Readiness Test or the Stanford-Binet, but again, sex differences were evident. Results are summarized and discussed. (SB)

ED 136 902

PS 009 019

Klein, Jenni

Teaching the Special Child in Regular Classrooms. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Office of Child Development (DHEW), Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Note—77p; Paper contains an ERIC Abstract Bibliography

Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 158, \$2.75)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, \*Early Childhood Education, \*Educational Principles, Handicapped Children, \*Handicapped Students, \*Regular Class Placement, \*Special Education, Teaching

This document includes a paper and a bibliography of ERIC abstracts on teaching the special child in mainstreamed classrooms. The paper presents five basic assumptions related to the teaching of young handicapped children, discusses principles of teaching special children which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at the unresolved questions associated with teaching special children. The principles of teaching young handicapped children are based on the assumptions that: (1) the handicapped child has the same basic needs as all children; (2) handicapping conditions involve the whole child, not just the affected organ, limb or function; (3) handicapped children are individuals; (4) a handicap cannot be overlooked; and (5) handicapped children are entitled to equal opportunities to learn and develop. Teaching young handicapped children requires special knowledge and understanding, active intervention on behalf of the child, and orchestration of the many facets of a total program. The problems of mainstreaming, labeling, age of enrollment, and readiness are discussed. The selected ERIC bibliography on mainstreaming handicapped children includes resumes from "Resources in Education" (RIE), October 1976 through January 1977, and citations from "Current Index to Journals in Education" (CJUE), September 1976 through January 1977. (SB)

ED 136 903

PS 009 087

An Overview of the Flexible Learning System.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [76]

Note—25p; For related documents, see ED 129 451-467, PS 009 078-79, and PS 009 086

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Activity Units, Black Literature, Class Management, Classroom Environment, Cognitive Development, Concept Formation, \*Early Childhood Education, Games, \*Instructional Materials, Language Development, \*Learning Activities, Parent Teacher Cooperation, Perception, Play, Self Concept, Spanish Speaking, \*Teacher Education, Toys

Identifiers—Far West Laboratory for Education R and D, Flexible Learning System

This booklet presents an overview of the Flexible Learning System, which consists of a set of activity based units for trainers interested in a process-oriented personalized approach to both staff development and early childhood education. The following available units are briefly described: (1) Analyzing Children's Books from a Chicano Perspective; (2) Arranging the Classroom for Children; (3) Communicating and Working with Parents; (4) Developing Children's Sense Perception; (5) Enriching Literature Experiences of Children; (6) Exploring Children's Thinking; (7) The Growing Mind: A Piagetian View of Young Children (four videotapes); (8) Helping Children Develop Healthy Self-Concepts; (9) An Introduction to Early Childhood Education; (10) Managing the Preschool Classroom; (11) Problem Solving with Children; (12) Selecting Children's Books with a Black Perspective; (13) Teaching Children to Integrate Language Experiences; (14) Understanding Children's Play Through Observation; (15) Using Toys and Games with Children; and (16) Working with Children's Concepts. (MS)

ED 136 904

PS 009 108

The Second Year of the Brookline Early Education Project: Progress Report and Plans for the Future.

Brookline Public Schools, Mass.

Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date 31 Oct 74

Note—91p; For related documents, see PS 009 106-109

Available from—Brookline Early Education Project, 287 Kent Street, Brookline, Massachusetts 02146 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Diagnostic Tests, \*Early Childhood Education, \*Educational Diagnosis, Handicap Detection, Home Visits, \*Infants, Inservice Programs, \*Outreach Programs, \*Parent Education, Parent Participation, Pediatrics Training, Pilot Projects, \*Preschool Children, Preschool Learning, \*Primary Health Care, Program Administration, Program Evaluation, Workshops

Identifiers—\*Brookline Early Education Project

This is the second in a series of progress reports on the Brookline Early Education Project (BEEP), a program which provides diagnostic and educational services for very young children and their families. The 1972-74 programs are described, and plans for the following 3-year period are reviewed. The purpose of this pilot project of the Brookline Public Schools is to work with families throughout the preschool years to provide optimal health and environmental conditions. During the 1972-74 period, 282 children and their families participated in the program. The document presents detailed information on current and proposed diagnostic and educational services and on program evaluation and administration. The health and developmental diagnostic services emphasize an interdisciplinary approach involving pediatricians, psychologists, social workers and teachers. The diagnostic programs consist of two basic sections: (1) an initial diagnostic battery, covering the prenatal period and the first two weeks after birth, and (2) health and developmental evaluations, given periodically through the first five years of life. Several case histories are given, illustrating BEEP's role in early detection, referral and family advocacy. The education program focuses on the family, involving home-based programs in most cases. Included in future plans is a professional training program in educational readiness and developmental health, with workshops for pediatricians, nurses and educators. (Author/BF)

ED 136 905

PS 009 121

Honig, Alice Sterling

Staffing and Training in Day Care: U.S.A.

Pub Date Jul 75

Note—21p; Paper presented at the meeting of the International Society for the Study of Behavioral Development (University of Guilford, England, July, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Day Care Services, \*Early Childhood Education, Employment Interviews, \*Inservice Programs, Paraprofessional Personnel, Parent School Relationship, \*Personnel Selection, Staff Role, \*Staff Utilization, Teacher Selection

This paper discusses the selection and training of appropriate staff for day care. It is suggested that an ecological view of a day care center which considers all environmental factors helps draw attention to the importance of all staff members (including cooks, bus drivers, secretaries) in providing enriching experiences for the children. Total staff involvement may entail less hierarchical distinction between teachers and other staff members. Considerations for interviewing staff should thus include attitudes of personnel towards sharing roles and status. A variety of staff selection methods (interviewing, trial participation, and role playing) is recommended. Inservice training assumes importance once staff has been selected, and planning time and basic topics for inservice training sessions must be considered in advance. Other inservice topics of importance are interpersonal skills, conceptualization of the program, morale, and relations with parents. Communication with parents can provide information needed to understand and deal effectively with children's behavior and problems. Formative evaluation can be used as an aid to training and can help supervisors monitor the effectiveness of inservice programs. Suggestions and examples of interviewing, training, and parent involvement methods are provided. (SB)

ED 136 906

PS 009 132

Wolf, Judith M.

Training Administrators of Early Education.

Pub Date Mar 77

Note—32p; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Administrative Personnel, \*Administrator Education, \*Administrator Role, \*Early Childhood Education, Educational Administration, \*Inservice Programs, Institutes (Training Programs), \*Leadership Training, Material Development, Models, \*Performance Based Education, Professional Training, Special Education

The goal of this study was to develop a competency-based administrative training model for persons responsible for early childhood education in rural as well as urban areas in the state of Minnesota. Two problems were addressed: (1) the lack of appropriate competencies and training for administrators of early childhood education programs; (2) the lack of early education programs in rural communities. Persons holding administrative positions in early education were identified and a role study (listing role competencies for the administrator of an early education program) was conducted, using expert juries, interviews, surveys and a position analysis technique. Various training materials and educational experiences were devised, using the competency statements resulting from the role study. Evaluation data suggest a great need for leadership development in early education. Appendices provide a list of desired administrative competencies, a course syllabus in special education administration, and evaluative materials on an administrators' workshop and a course in early education administration. (Author/BF)

ED 136 907

PS 009 133

Kermis, Marguerite DeYaeger

Intertask Correspondence in the 5 to 7 Shift: A Question of Competence Vs. Performance.

Pub Date Mar 77

Note—9p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—Age Differences, \*Cognitive Development, Cognitive Processes, Conservation (Concept), Developmental Stages, \*Elementary Education, Elementary School Students, Kindergarten Children, \*Learning Processes, \*Shift Studies, \*Task Performance

This study attempts to determine if individual differences in multitask performance are due in part to the cognitive competence (i.e., the consistent, rule-based strategy) the subject brings to the task. A battery of learning (discrimination shift, transposition, incidental learning and paired-associate learning), cognitive-developmental (seriation, conservation of amount and transitivity) and psychometric (Raven's Colored Progressive Matrices) measures were administered to 120 children from kindergarten and second grades. Similarities and differences underlying children's problem-solving performance during this time were then assessed. Subjects were categorized into one of three performance levels for the criterion tasks, e.g., conservator/nonconservator/inconsistent conservator. Overall performance, as a function of age, sex and the respective performance categories, was assessed via canonical correlations and multiple regression analyses. The results indicated that performance on reversal shift and conservation alone predicted overall multitask performance ( $p < .001$ ). Moreover, there appeared to be a trend toward improved overall performance from nonperformers through inconsistent performers to perfect performers on the conservation task. The results suggest that while both reversal and conservation are indices of mediation, albeit rule-based strategies, conservation is a far more powerful predictor of overall task performance. These results suggest the feasibility of using multitask, multidomain research to better understand the nature of the development of cognition in children. (Author/MS)

ED 136 908

PS 009 135

Ives, S. William

**Children's Ability to Coordinate Spatial Perspectives Through Linguistic Descriptions.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Grant—NIE-G-00-3-0169

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Cognitive Development, Cognitive Processes, \*Egocentrism, Elementary Education, \*Elementary School Students, \*Language Development, \*Learning Processes, \*Linguistic Competence, Research Methodology

**Identifiers**—\*Piaget (Jean)

In this study, two rival accounts of the mental operations used to solve Piaget's three-mountain perspective task are tested. One hypothesis is that if children use some form of mental rotation through anticipatory imagery, scores should improve as the angle of separation between the child and the other viewer is decreased. A second hypothesis is that if children simply construct a linguistic description of the view adjacent to the other viewer, scores should instead reflect the complexity of the linguistic description of the other's view. In addition, if a linguistic strategy is used, a linguistic response mode should optimize correct responses; if an imagery solution is employed, a non-linguistic response mode would presumably be more appropriate. A total of 120 children in grades K, 2 and 4 were asked to identify another's view either verbally or by picture selection. Results indicate that the verbal response mode leads to substantially more correct responses (82% vs. 45%) and has a minimum of egocentric errors (4% vs. 38%). Correct responses in both verbal and pictorial modes are shown to increase as a function of the linguistic complexity, not the angle of separation. It is suggested that the egocentric perspective errors noted by Piaget can be seen as the by-product of a non-linguistic response mode which does not map onto the linguistic mental operations typically used to solve the task. Spatial egocentrism emerges as a function of one particular mode of response (pictorial) rather than as a general characteristic of pre-operational thought. Analogously, perspective taking seems better described as the handling of increasingly complex

linguistic descriptions rather than as a simple "present/absent" phenomenon. (Author/MS)

ED 136 909

PS 009 139

Gallagher, Ursula Katz, Sanford N.

**Subsidized Adoption in America.**

Children's Bureau (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-Pub-OHD-76-30087

Pub Date 10 Aug 76

Note—74p.; Revised and updated version of DHEW Publication No. (OHD) 76-30087

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—\*Adoption, Child Welfare, Family (Sociological Unit), \*Financial Support, \*Foster Children, Government Role, Handicapped Children, Minority Group Children, \*Models, Parent Role, Public Support, \*State Aid, \*State Legislation

**Identifiers**—Subsidized Adoption

The Model State Subsidized Adoption Act, developed to supplement existing state statutes, is presented in full, with accompanying Model Regulations. The act is designed to help provide a child in special circumstances with a permanent adoptive home. When efforts to achieve placement without subsidy have failed, the Act would provide that the child be certified as eligible for subsidized adoption, under the following conditions: physical or mental disability, emotional disturbance, recognized high risk of physical or mental disease, age disadvantage, sibling relationship, racial or ethnic factors, or any combination of these conditions. It is noted that certifying the child as eligible for subsidy places emphasis on the child and his needs, rather than on the financial ability of the adoptive parents to meet those needs. The text of the Act is accompanied by a discussion of the background of subsidized adoption in the United States. A supplementary section presents a comparison of the Model Act with existing state laws. Tables are included. (Author/BF)

ED 136 910

PS 009 141

Kraut, Alan G.

**A Technique for Investigating Attention in Children.**

Pub Date Mar 77

Note—19p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Attention, \*Cognitive Processes, Cues, \*Dimensional Preference, Elementary School Students, \*Perception, Preschool Children, \*Reaction Time, Research, Stimuli

**Identifiers**—\*Encoding (Psychological)

This paper discusses three studies which examined the interaction of dimensional dominance with the attentional components of alertness and encoding. In Study I, twenty 6- and 7-year-olds observed thirty 3-second exposures of a color, then participated in a 40-trial choice reaction time task in which the familiarized color and a novel color served as warning signals. Results supported the hypothesis that the stimulus familiarization effect (familiar stimuli elicit slower responses than do novel stimuli) is a result of a decrease in the alerting value of that stimulus. In Study II, 20 first graders were familiarized to a color and then given 40 choice reaction time trials in which the familiar color and novel color served as response cues. An unrelated warning signal was also used just prior to each response cue to insure maximum alertness, regardless of the stimulus that followed. Results showed that a positive encoding effect could be observed when the alertness decrement was by-passed. In Study III, 22 kindergartners were familiarized to a colored shape and were then given 36 straight reaction time trials with one of two shapes of one of two colors. A color-form preference test was also given to determine dimensional dominance. The results indicated that the familiarized stimulus was responded to more slowly than the completely different stimulus and that response speeds to partially different stimuli varied as a function of dimensional dominance. Findings from these studies are discussed in terms of the relationship between perception and cognition. (JMB)

ED 136 911

PS 009 151

**[The Sudden Infant Death Syndrome.]**

Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Jacksonville. Health Program Office.

Pub Date Apr 76

Note—32p.

Journal Cit—Florida's Health; v68 n4 Apr 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—Agency Role, Community Health Services, \*Counseling, Death, Diseases, Emotional Adjustment, \*Family Counseling, Health Education, Hospital Personnel, \*Infant Mortality, Infants, Information Needs, \*Medical Services, Nurses, Parent Associations, \*Parents, Physicians, Police, \*Public Health, Symposia

**Identifiers**—Autopsy, Florida, \*Sudden Infant Death Syndrome

This collection of articles on the Sudden Infant Death Syndrome (SIDS), drawn from a southeastern regional symposium on the subject, summarizes much of what is known about the occurrence of SIDS, including current information about its causes. The background of state action in Florida is reviewed, with emphasis on the need for increased public and professional awareness of SIDS and the heavy burden of grief and guilt experienced by families involved. Medical background is presented in an article describing the incidence of the disease (also known as "crib death") and characteristics of victims and possible causes. A transcript of an SIDS parents' panel relates experiences of parents and hospital personnel, emphasizing the significance of insisting on autopsy in determining the cause of death. Another article describes the grief counseling program of the North Carolina SIDS Project, which provides counseling services in conjunction with the collection of data on various aspects of SIDS, including bereavement behavior of families. A discussion of the medical examiner's general role and relationship with SIDS parent groups focuses on the distinction between medical and legal aspects. A discussion of the role of public health agencies in SIDS case management defines three areas of responsibility: parent support, public awareness and improved reporting. And a final article, on the role of first contact personnel in SIDS case management, deals with the functions of law enforcement officers, hospital emergency room staff and other personnel. (Author/BF)

ED 136 912

PS 009 152

Goodson, Barbara Dillon Hess, Robert D.

**The Effects of Parent Training Programs on Child Performance and Parent Behavior.**

Pub Date [76]

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—\*Academic Achievement, Comparative Analysis, Compensatory Education Programs, Followup Studies, Home Visits, Intelligence Quotient, \*Intervention, Parent Attitudes, Parent Child Relationship, \*Parent Education, Parent Participation, \*Preschool Education, \*Program Effectiveness, \*Program Evaluation

This paper reviews the efforts of 28 intervention programs designed to train parents to teach school-related skills to their young children. Programs reviewed range from the federally funded Home Start program to non-funded programs run locally by volunteers. Evaluations of the 28 programs, which were designed and carried out by the program staffs, were examined for evidence of immediate and long-term impact on intelligence test performance and school achievement. The summary of evaluation results is organized by three major topics: the immediate and long-term effects of individual programs; the contribution of features of the parent participation activities to program effectiveness; and the effects of programs upon parent behavior. Nearly all programs produced significant immediate gains; the programs that carried out follow-up testing showed that program children retained an advantage in IQ score and school achievement over comparison children in elementary school. The magnitude of gains was found to be only modestly related to five variables of program format and content. A short review of the history of parent education programs and a list of the programs reviewed are also included. (Author/SB)

ED 136 913

PS 009 153

Newman, Murray A.

**The Development of Thinking and Reasoning Skills in Young Children.**

Pub Date Apr 77



Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Abstract Reasoning, \*Classroom Research, \*Cognitive Ability, Cognitive Development, Grade 1, Kindergarten Children, Learning Activities, Learning Processes, Pilot Projects, \*Primary Education, \*Problem Solving, Program Evaluation, \*Skill Development, Transfer of Training

Evaluation results are reported for the Southwest Educational Development Laboratory's Thinking and Reasoning Program, designed to develop analytic thinking and problem-solving skills in young children in multicultural classroom settings. Results are based on a pilot test of the program conducted during the 1974-75 school year. Mastery activities, constructed to serve as transfer tasks for several lesson sequences, were administered on a pre/post sequence basis to six kindergarten and three first-grade project classrooms and to three kindergarten and two first-grade comparison classrooms. Classrooms were ethnically mixed. Analyses of covariance demonstrated that both the kindergarten and first-grade project groups significantly outperformed their respective comparison groups in the analytic thinking areas of observing, causal reasoning, and flexibility. (Author/BF)

**ED 136 914 PS 009 154**

McCluskey, Kathleen A. Linn, Patricia  
**Habituation and Dishabituation of Visual Attention to Familiar, Similar and Novel Conceptual Categories in 10- and 16-Week-Old Infants.**

Pub Date Mar 77  
 Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Adaptation Level Theory, \*Attention, \*Cognitive Development, \*Cognitive Processes, \*Concept Formation, Eye Fixations, \*Infants, Research, Visual Stimuli

This study was designed to: (1) investigate differential responding to stimuli that differ along a continuum of degree of discrepancy from a familiarized standard; and (2) attempt to determine if infants will show response decrement and recovery to conceptual categories. Fifty-five infants at two age levels (10 and 16 weeks) were familiarized with a category of stimuli, and then presented with another conceptual category that was familiar (f), similar (s), or novel (n) in comparison with the first category. Subjects in the f condition evidenced no significant recovery. Recovery at both age levels was demonstrated by the subjects in the s condition, this trend being more evident at the younger age level. Similar results were found in response to novel stimulus changes. The greatest recovery in terms of magnitude of response recovery was demonstrated by the 10-week-olds in the n condition. These results indicate that infants will habituate to conceptual categories of visual stimuli, and that recruitment of visual attention can be elicited by the presentation of either novel or similar conceptual categories. (Author/SB)

**ED 136 915 PS 009 155**

Kayra-Stuart, Fortune  
**The Development of the Concept of Time.**

Pub Date Mar 77  
 Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Cognitive Development, \*Concept Formation, \*Developmental Stages, Early Childhood Education, \*Elementary School Students, Linguistic Competence, Nonverbal Communication, \*Preschool Children, Research, \*Time, Verbal Communication

This study investigates the cognitive and linguistic aspects of the concept of time which is assumed to consist of the components of order (O), simultaneity (S), and duration (D) as well as their coordination, i.e., coordination of order and duration (OD), and coordination of simultaneity and duration (SD). It was hypothesized that each component (O,S,D) is acquired separately before it is combined with any other component (OD,SD). An acquisition sequence of the three

components (O,S,D) was also sought. Forty-five 4-, 5- and 6-year-old children were tested individually. Three behavioral outputs (body movements, manipulation of lights and language) were included. Each child was given four tasks: nonverbal imitation, production, comprehension, and verbal imitation. The indicators used for order were before/after, first/last; for simultaneity, when, at the same time; for duration, a long time/a short time; for coordination of order and duration, until; coordination of simultaneity and duration, while, during. The results support the following developmental sequence for the concept of time. First, the main components (O,S,D) are understood separately (possibly in that order), then they are integrated (OD,SD). Moreover, temporal relations are grasped first on a nonverbal level and later on a linguistic level. (Author/SB)

**ED 136 916 PS 009 158**

Salkind, Neil J. Kojima, Hideo  
**Cognitive Tempo in Japanese and American Children.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77  
 Grant—NIMH-MH-28487

Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, \*Cognitive Development, Cognitive Measurement, \*Cognitive Style, \*Conceptual Tempo, \*Cross Cultural Studies, Cultural Differences, Developmental Stages, \*Elementary Education, Ideography, Japanese  
 Identifiers—\*Japan, \*Matching Familiar Figures Test

The purpose of this study was to compare performances by Japanese and American children on the Matching Familiar Figures Test, the primary measure of cognitive tempo. Data on more than 3400 Japanese and American children (approximately half male, half female) were used. Factorial analyses of variance revealed significant age x nationality interaction for both errors and latency. Japanese children made fewer errors at a younger age than did their American counterparts, and continued to do so until their level of accuracy approached that of 11- and 12-year-old American children. The interaction for errors indicates a decreasing difference in accuracy as age increases. The age x nationality interaction for latency showed an increase for Japanese children towards a stabilized level, while the latency for American children continued to increase, eventually becoming slower than for the Japanese children. Developmental trends for both errors and latency in both groups of children are highly similar. There appears to be a typical "developmental shift" present, where these identical patterns are present; yet in Japanese children they occur from one to two years earlier than in American children. These results may be related to environmental and cultural differences such as the instruction Japanese children receive in the traditional symbolic character language, the traditional Eastern emphasis on patience, and other educational and cultural influences. (Author/BF)

**ED 136 917 PS 009 161**

Hunt, J. McVicker And Others  
**A Bill of Rights For Children: The Report of the President's Task Force on Early Child Development.**

Pub Date 15 Jan 67  
 Note—164p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**  
 Descriptors—\*Child Advocacy, Child Development, Childhood Needs, Child Welfare, Community Role, \*Early Childhood Education, \*Educationally Disadvantaged, Educational Needs, \*Educational Philosophy, Educational Programs, Environmental Influences, Federal Legislation, \*Federal Programs, Government Role, Intervention, \*Needs Assessment, Slum Environment, Urban Environment  
 Identifiers—\*Presidents Task Force on Early Child Development

This paper presents an analysis of early factors influencing children's growth and development and makes recommendations for federal action to insure that all children are provided with the same basic opportunity to develop to their potential.

The analysis of the situation includes discussions on: (1) the importance of circumstances during early development; (2) development-fostering experience and the nature and consequences of slum rearing; (3) the new importance of competence in our society; (4) increased urbanization; (5) existing efforts to supply children with the appropriate environment; and (6) specific problems with suggestions for action and investigation. Recommendations discussed include establishing: (1) a federal office for children; (2) the priority of young children's needs in community and state governments; (3) neighborhood programs; (4) a program to pick up where Head Start leaves off; (5) federal matching of state funds for child welfare; (6) programs to train professional and subprofessional personnel to work with young children; and (7) increased federal support for research concerned with child development. (SB)

**ED 136 918 PS 009 162**

Leahy, Robert L.  
**The Child's Conception of Mens Rea: Information Mitigating Punishment Judgments.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77  
 Grant—NIMH-G-MH-29863

Note—17p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, \*Aggression, Elementary Education, \*Elementary School Students, \*Moral Development, \*Punishment, Research, Sex Differences, \*Situational Tests, \*Student Attitudes

Sixty-two white middle class subjects forming two age groups (6 and 11 years) were given information about hypothetical peers who were described as hitting the subject child. Children indicated how much they thought the peer should be punished (spanked). Older subjects put more emphasis on situational or personal information about the peer (including the presence of "Mens Rea," the guilty mind or the state of mind of the peer) than did younger subjects in deciding how severely a child should be punished. The order of mitigation of information for the older subjects (from most to least mitigating) was: provocation, duress, emotional maladjustment, lack of chronic occurrence, and lack of emotional maladjustment, with chronic transgressors punished more than all other transgressors. For 6-year-old children the only mitigating factor was provocation. External constraints were more mitigating than internal constraints. Male transgressors were punished more than female transgressors. Male subjects found duress and lack of chronic occurrence of transgressions to be more mitigating than did female subjects. The findings were discussed in terms of Piaget's moral judgment theory and the development of causal schemes of attribution. (Author/JMB)

**ED 136 919 PS 009 163**

Fagot, Beverly I.  
**Sex Determined Parental Reinforcing Contingencies in Toddler Children.**

Pub Date Mar 77  
 Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Check Lists, Child Rearing, \*Early Childhood Education, Interaction Process Analysis, Observation, Parent Attitudes, \*Parent Child Relationship, Parent Influence, \*Reinforcement, \*Sex Differences, \*Sex Role, Sex Stereotypes, \*Socialization

This study was designed to examine the reinforcing contingencies of parents toward specific child behaviors, and at the same time to try to determine if the sex of the child performing the behavior influences the reaction of the parent. A total of 24 white families with only one child between the ages of 20 and 24 months participated in the study. Half of the families had one boy and half had one girl. A checklist of 46 child behaviors and 20 parent reactions was used to observe the parents with the child in their home. Five 60-minute periods of observation were completed for each family during a 5-week period. After the observations were complete,

each parent was asked to rate the 46 child behaviors on the checklist as appropriate for girls, boys, or both sexes. Each parent also filled out a short questionnaire concerning socialization practices and values concerning sex roles. The results indicated that when parental responses to all the behaviors on the checklist were considered, girls and boys were being treated in a very similar fashion. However, when only behaviors which one sex engaged in significantly more often than the other (i.e., sex-preferred behaviors) were considered, the findings showed quite distinct sex determined differences in parents' reactions. It was suggested that these sex determined differences with regard to sex-preferred behaviors could have significant socialization effects in spite of the overall similarity of parental treatment of boys and girls. (JMB)

**ED 136 920** PS 009 164  
Weisz, John R.

**Extrinsic Rewards, Intrinsic Motivation, and Task Performance: The Mediating Role of Social Interaction.**

Pub Date Mar 77

Note—25p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Interaction Process Analysis, \*Motivation, \*Positive Reinforcement, \*Preschool Children, Preschool Education, Research, \*Rewards, \*Social Relations, \*Task Performance

Identifiers—\*Intrinsic Motivation

In a study of the effects of an anticipated reward on the interaction between rewarder and rewardee, the hypothesis was advanced that the offer of a reward heightens a child's sense of outerdirectedness and dependency upon the rewarding adult. Twenty-nine preschoolers who had demonstrated some intrinsic interest in puzzles were asked to assemble a pair of puzzles under one of two conditions, reward promised (RP) or no reward promised (NRP). As predicted, children in the RP condition verbalized more often and glanced at the experimenter more than did children in the NRP condition. In addition, although treatment group differences in quality of puzzle performance and in subsequent interest in puzzles did not attain statistical significance, both measures showed significant negative correlations with number of verbalizations among children in the RP condition. This finding suggests that the promise of reward per se may not inevitably undermine intrinsic motivation and task performance; instead, such undermining effects may depend upon the impact of the reward on the interaction between rewarded child and rewarding adult. (Author/JMB)

**ED 136 921** PS 009 165  
White, Edward And Others

**A Study of Cognitive Development, Character Attractiveness and Children's Conceptions of Death.**

Pub Date Apr 77

Note—3p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cognitive Development, Conservation (Concept), \*Death, Elementary Education, \*Elementary School Students, \*Moral Development, Research

This study investigated children's conceptions of death from a developmental perspective. Subjects were 170 children from grades K-4. Children were tested for conservation and interviewed, following story presentations about an elderly woman's death, to assess their understanding of three concepts concerning death: irrevocability, cessation of bodily processes, and universality. Two story versions were used: one depicted the woman as a "nice" person who was kind to children, the other as an unkind person. This variable significantly affected children's responses regarding cause of death. Understanding of universality, but not of the irrevocability of death and cessation of bodily processes, was significantly related to the children's level of cognitive development. (Author/SB)

**ED 136 922** PS 009 166  
Marsh, Diane T. Serafica, Felicissima C.

**Perspective Taking and Moral Judgment: A Developmental Analysis.**

Pub Date Mar 77

Note—21p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, \*Cognitive Development, \*Developmental Stages, Elementary School Students, \*Justice, \*Moral Development, Preschool Children, Research, \*Role Playing

Identifiers—\*Perspective Taking

In this study of perspective taking and moral judgment 20 children (10 boys and 10 girls) at each age level between 4 and 10 years were given Feffer's Social Role-Taking Task, a spatial perspective-taking task and Damon's Test of Positive Justice. Investigated were: (1) the specific developmental sequences for role taking, spatial perspective-taking ability, and moral development; (2) the interrelationships among these three abilities at each of the ages; and (3) the impact of perspective (the child's point of view vs. someone else's) on the level of moral reasoning. Results indicate that each ability increased with age, although significant increases occurred only between certain successive ages. Similarly, a correlational analysis of the interrelationships among the abilities indicates that they are significantly positively related only at certain ages. There was evidence that perspective can have a significant impact on moral reasoning at certain ages. These results lend support to the contention that perspective taking mediates moral judgment, and strongly suggest that the nature of the relationship varies with age and seems most pronounced from ages 5 to 7. (Author/SB)

**ED 136 923** PS 009 167  
Fritz, Janet J. Suci, George J.

**Semantic Comprehension of the Action-Role Relationship in Early-Linguistic Infants.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 77

Grant—NIH-HD-08246-02

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cognitive Development, \*Comprehension Development, \*Infants, \*Language Development, \*Listening Comprehension, Research, \*Semantics

This study attempted to determine: (1) whether lower-order units (agent or agent-action) within the agent-action-recipient relationship exist in any functional way in the 1-word infant's comprehension of speech; and (2) whether the use of repetition and/or reduced length (common modifications in adult-to-infant speech) used to focus on these lower-order semantic units, facilitates comprehension of the match between a visual event and its verbal description. Sixteen infants (16-20 months old) in the 1-word stage were matched by age, sex, and linguistic level into two groups: those who comprehended, and those who did not comprehend, linguistic descriptions of the agent-action-recipient relationship. Subjects were shown narrated films depicting action-role changes. Each subject was shown the baseline condition which determined comprehension status, and two of four experimental conditions in which the narration was an interaction between one speech modification (repetition and reduced length) and a semantic focus (agent or agent action). A habituation paradigm was used in which correct narrative descriptions of the events were presented until habituation, at which point the narrations were switched to incorrectly describe the role relation being depicted. Dishabituation (heart rate deceleration and visual fixation) at the change to incorrect narrations was viewed as evidence of semantic comprehension. A 2x2x2 analysis of variance with repeated measures showed a main effect for the comprehension status variable. Significant 2-way interactions were found, one between semantic focus and comprehension status and another between speech modification and comprehension status. (Author/SB)

**ED 136 924** PS 009 168  
Marcus, Robert F.

**A Naturalistic Study of Reciprocity in the Helping Behavior of Young Children.**

Pub Date Mar 77

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Altruism, \*Helping Relationship, Preschool Children, \*Preschool Education, \*Prosocial Behavior, Research, \*Sex Differences, Social Relations, \*Socioeconomic Influences

This study attempts to demonstrate factors governing reciprocity of helping behavior in nursery school children. A time sampling method with a pre-set 10 category system was used to record the psychological and task helping behavior of 19 preschool children (mean age 5 1/2 years) over a 2-month period. Each child also completed a sociometric status test and was rated on his relative helpfulness by two teachers. It was found that help given by children was reliably reciprocated by peers. Reciprocity was stronger when the recipient was liked by the giver than when the recipient was disliked. High sociometric status children received more help than they gave while low sociometric status children gave more help than they received. A negative relationship was found between sociometric status and both psychological and directed (solicited) help received. Helping behavior occurred primarily between same sex peers and consistent sex differences were found in favor of males on all observational measures of helping behavior. (Author/SB)

**ED 136 925** PS 009 169  
Campbell, Susan B.

**Maternal and Infant Behavior in Normal, High Risk, and "Difficult" Infants.**

Spons Agency—Medical Research Council of Canada, Ottawa (Ontario).

Pub Date Mar 77

Grant—MA-4505

Note—20p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Child Development, \*Infants, \*Mother Attitudes, \*Mothers, Observation, \*Parent Child Relationship, \*Perinatal Influences, Research

Identifiers—\*High Risk Infants

This pilot study examined the effects of potential "risk" factors on mother-infant interaction using a short-term longitudinal design. Twenty infants were observed in their homes at 3 and 8 months and maternal ratings of infant temperament were obtained. Mothers of infants born after severe obstetric complications held their babies more but engaged them in less playful interaction than control mothers. Mothers who perceived their infants as difficult to handle interacted with their infants less and were less responsive to their social bids. These patterns were reasonably stable over time, and negative maternal perceptions persisted. It was concluded that negative maternal perceptions of infant temperament may constitute a potentially more serious "risk" factor than severe obstetric complications and have implications for the development of later problems. (Author/JMB)

**ED 136 926** PS 009 170  
Peery, J. Craig

**Effects of Different Situations on Mother-Infant Gazing.**

Spons Agency—Grant Foundation, New York, N.Y.; Utah State Univ., Logan.

Pub Date Mar 77

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Correlation, Infant Behavior, \*Infants, \*Interaction Process Analysis, \*Mothers, \*Nonverbal Communication, \*Parent Child Relationship, Play, Research Methodology, Situational Tests, \*Social Relations

This study was designed to examine the nature of nonverbal social interaction between mothers and infants and to compare various situational ef-

fects. A total of ten 3-month-old twin infants (five male and five female) and their mothers were videotaped in their homes during free play, bottle feeding and spoon feeding situations. A repeated measures design was employed, accumulating 48 sessions of each activity. Analyses of correlation matrices between total gazing time, gazing frequency, and total session time indicated that play produced a stronger relationship among the variables than the task-oriented feeding activities, with mother total looking time correlated with infant avoidance. The data provide strong evidence that situation variables have a significant influence on social gazing during mother-infant interaction. (Author/JMB)

ED 136 927

PS 009 172

**Prekindergarten Public School Program for Four-Year-Olds.**

Oregon State Dept. of Education, Salem.

Pub Date 76

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Basic Skills, Communication Skills, Early Experience, Family Involvement, Home Programs, Learning Processes, Parent Education, \*Parent Teacher Cooperation, Preschool Children, \*Preschool Curriculum, \*Preschool Education, \*Preschool Programs, \*Public Schools

**Identifiers**—\*Oregon

Standard guidelines are presented by the Oregon Department of Education for a prekindergarten public school program for 4-year-olds. The program emphasizes helping teachers work with parents at home and at school to form an effective team in building a child's self-concept, self-confidence and communicative skills. Each curriculum area is described in terms of goals and activities designed to help children master skills applicable in both school and home settings. Although the activities are designed especially for 4-year-olds, they can be adapted to the needs of younger children. Curriculum areas covered include: self-care, self-knowledge, home, school, neighborhood, community, speaking, listening, reading, writing, the arts, physical skills, thinking and reasoning, and social skills. Guidelines for program implementation deal with teacher qualifications, classroom setting and daily schedule. (Author/BF)

ED 136 928

PS 009 173

**Iannotti, Ronald J.**

**A Longitudinal Investigation of Role Taking, Altruism, and Empathy.**

Pub Date Mar 77

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Age Differences, \*Altruism, Cognitive Development, Cognitive Processes, \*Elementary Education, Elementary School Students, \*Empathy, \*Prosocial Behavior, Research, \*Role Playing, \*Social Development

**Identifiers**—\*Perspective Taking

This paper describes a one-year longitudinal follow up study of the long term effects of role taking training procedures (in which children assumed a number of perspectives) on children's social and cognitive behaviors. Longitudinal and cross-sectional age effects were also analyzed. In an earlier study the effect of two types of role-taking experiences on role-taking, altruism, empathy and aggression were investigated in 6- and 9-year-old boys. Results of this first study indicated that boys from the two training conditions showed increased role taking and altruistic behaviors when compared to the control group. In this study 17 of the original 20 children in the training conditions and eight of the original ten children in the control conditions were retested. In addition, a new control group was established with ten 7- and ten 10-year-old boys who were not previously tested. They were given measures of role taking, empathy, altruism, and conservation. Significant cross-sectional and longitudinal age effects were found but no significant training effects. Correlational results indicated a relationship between role taking, altruism, and empathy. These results suggest that the original training promoted a change in performance rather than a structural change. The interrelationship of social and cognitive processes is also discussed. (Author/SB)

ED 136 929

PS 009 174

**Drezek, Wendy**

**A Descriptive Study of Three Typical "Quality" Day Care Centers.**

Pub Date [76]

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Activities, Behavior Rating Scales, Classroom Environment, \*Classroom Observation Techniques, \*Day Care Services, Early Childhood Education, Interviews, Research Criteria, \*Research Needs, \*Student Teacher Relationship, \*Teaching Methods

This paper describes a study designed to collect quantified observational data on the behavior of children and teachers throughout the day at three typical quality day care centers. From 50 to 55 hours of observation were completed on five randomly-chosen 3-year-olds in each setting. While the number of subjects and centers was limited, the study's purpose was not to confirm experimental hypotheses but to provide data for generating further research. Instruments used included a day care director's interview, classroom activity logs, and the Human Interaction Scale. Factors considered included relative time spent in intellectual and non-intellectual activities, gross motor compared with small motor activity, proportion of time spent in teacher-selected activity, and restrictiveness of environment. Analysis of data revealed differences between centers in percentages of time children spent in kinds of classroom activities and in interactions with others. Such differences suggest that existing research and conceptual models of day care are oversimplified. Day care is viewed as far from uniform in its treatment of children, and need is seen for: (1) study of a broader range of centers than is normally considered, and (2) examination of the entire span of the operational day rather than of brief portions of the day. University-associated model centers, commonly used for research on day care, are seen as atypical. It is suggested that "quality" in day care be assessed through the productiveness of individual children's behavior and the extent of individual environment matches, rather than inferred from the presence of set characteristics in the centers. (Author/BF)

ED 136 930

PS 009 175

**Hymel, Shelley Asher, Steven R.**

**Assessment and Training of Isolated Children's Social Skills.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 77

Grant—NICHHD-HD-07303

Note—33p.; Filmed from best available copy; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Behavior Change, Classroom Observation Techniques, Elementary Education, Evaluation Methods, \*Identification, \*Interpersonal Competence, Intervention, \*Peer Acceptance, Peer Evaluation, Peer Relationship, Rating Scales, Rejection, \*Social Isolation, Socialization, \*Sociometric Techniques, \*Training Techniques

The purposes of this study were to learn about: (1) ways of identifying children not accepted by their peers, (2) the behavioral correlates of peer acceptance, and (3) strategies of teaching social skills to isolated children. Sociometric assessment, behavioral observations, and teacher and peer interviews were obtained in eight 3rd-, 4th-, and 5th-grade classrooms. Within each classroom, three isolated children were selected. One child was instructed in social skills, using a standardized coaching procedure; another child received a more individualized version of coaching based upon the child's style of relating to peers; and the third child received no coaching. Results from the assessment phase of the experiment indicated that scores from a 1-5 rating scale, by means of which children rated each of their classmates, correlated highly with both a positive peer nomination measure and a negative peer nomination measure. This suggests that the rating scale method may be a way of identifying rejected, as well as accepted, children without focusing on negative evaluation of peers. Data on behavioral correlates of peer acceptance were contrary to expectations. Behavioral observations in the classroom revealed no significant

differences between children receiving high versus low sociometric ratings. Results from the intervention phase of the experiment suggest that individualized coaching is more effective than the standardized coaching procedure. (Author/BF)

ED 136 931

PS 009 176

**Bartlett, Elsa Jaffe**

**Semantic Organization and Reference: Acquisition of Two Aspects of the Meaning of Color Terms.**

Pub Date Mar 77

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Cognitive Development, \*Cognitive Processes, \*Color, Concept Formation, \*Language Development, \*Preschool Children, Preschool Education, Research, \*Semantics

This study investigates acquisition of two aspects of the meaning of color terms: semantic organization and reference. A longitudinal, repeated measure design was used, and data were collected from 33 subjects, 2 to 4 years old at first testing. Four tasks were used: one to assess semantic organization (the acquisition of the superordinate/hyponymic relation between "color" and various color terms); two to assess acquisition of correct specific referents for color terms; and one to assess acquisition of a more general reference (knowing that color terms refer to the dimension of color as opposed to another dimension such as size). Results indicate that semantic organization precedes acquisition of correct specific referential meaning. Results from the general referential task show that most subjects had acquired an appropriate dimensional meaning. (Author/SB)

ED 136 932

PS 009 177

**Vago, Stephen Siegler, Robert S.**

**The Misunderstanding of Instructions Explanation in Developmental Psychology.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77

Grant—NIMH-MH-07722

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Age Differences, \*Children, \*Cognitive Tests, \*Developmental Psychology, Elementary School Students, \*Error Patterns, \*Experimental Psychology, Problem Solving, Research, \*Testing Problems

This paper presents a framework for conceptualizing the different ways in which instructions in experimental tasks may be misunderstood. Five possible types of misunderstandings are identified and discussed: (1) misunderstanding of a particular term in the instructions; (2) misinterpretation of a task because the instructions are difficult to interpret within the context of the task; (3) misunderstanding due to instructions which exceed the child's verbal competence; (4) misunderstanding due to problems with ecological validity of the task (i.e., a task unlike anything the child has experienced); and (5) misunderstanding which occurs when processes necessary to solve the problem are also required to decode the instructions. Methods of testing for each type of misunderstanding are presented and discussed. Described is a series of experiments which tested these possible forms of misunderstanding in a task (Bruner and Kenney's fullness of a water jar problem) in which misunderstanding of the experimental instructions had been claimed to account for developmental differences in children's reasoning. Results showed little support for a misunderstanding of instructions hypothesis and instead suggested that the difficulty was in the children's inability to integrate component operations. (JMB)

ED 136 933

PS 009 178

**Hall, James W.**

**Children's Use of Category Information as a Discriminative Cue for Memory.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77

Grant—NIMH-MH-24415

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child



Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Classification, Cognitive Processes, \*Cues, Discrimination Learning, \*Elementary School Students, \*Memory, \*Recognition, Research

This study examined children's use of category information as a discrimination cue to avoid intrusions in recall and false alarms in recognition of items outside given categories. Forty-eight children in grades 1 and 4 were administered one of three conditions of a recognition task in which all study words were members of one of two familiar categories. Conditions were: (1) a fully categorizable list of words (animals and occupations) along with full information as to the categorizability of the list; (2) the same categorizable list but without such information; or (3) a partially categorizable list in which that category information could not function as an effective discriminative one. All children were given the same recognition test list that included old words, new words taken from the study categories, and new words not from the study categories. Analyses of error patterns indicated that in all three conditions children extracted and used category information, but that only in the Categorizable Informed condition did category information function as a discriminative cue to avoid false recognition of new words outside the study categories. (Author/SB)

**ED 136 934 PS 009 179**

Ispa, Jean

Familiar and Unfamiliar Peers as "Havens of Security" for Soviet Nursery Children.

Pub Date Mar 77

Note—16p.; A slightly abridged version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, \*Attachment Behavior, Day Care Services, Foreign Countries, \*Peer Relationship, \*Preschool Children, \*Security, Sex Differences, \*Stranger Reactions Identifiers—\*USSR (Moscow)

This study tested the hypothesis that Soviet day care children (aged 16 to 38 months) derive emotional support from the presence of their group-mates. Children were observed in a strange situation in one of three conditions: with a familiar peer (a group-mate), with an unfamiliar peer (a child from another group), or alone (without a peer). An adult stranger was present during two of the three 4-minute episodes. Results indicated that children with familiar peers were more comfortable than children with unfamiliar peers who, in turn, were more comfortable than children who were alone. Children paired with unfamiliar peers, but not children paired with familiar peers, were upset by the departure of the adult stranger. Alone condition subjects were more upset than other subjects whether the adult stranger was present or absent. Children with familiar or unfamiliar peers made more attempts to catch the adult stranger's attention than each other's. Overt approaches were equally infrequent to familiar and unfamiliar peers. Nonetheless, partners' reactions to the strange situation were reliably similar, indicating that there was behavioral contagion. Girls were somewhat less distressed than boys. For both sexes, age was negatively correlated with the degree of distress. (Author/JMB)

**ED 136 935 PS 009 180**

Rodgon, Maris Monitz, And Others

Maternal Attitudes Toward Sex Roles Related to Children's Attitudes Toward Maternal Roles in Second and Sixth Grade Children.

Pub Date Mar 77

Note—8p.; Portions of this paper were presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Childhood Attitudes, Elementary School Students, \*Employment, Middle Class Mothers, \*Mother Attitudes, \*Parent Child Relationship, Role Playing, \*Sex Role, \*Sex Stereotypes, Working Women

This study examines the sex-role attitudes of employed and non-employed women and their children. Subjects were selected from a middle class, relatively conservative suburban communi-

ty. Fifty-two mother-child pairs (including 21 employed and 31 non-employed mothers) participated. The children were 12 male and 19 female second graders and 9 male and 12 female sixth graders. Mothers were administered three paper and pencil measures of sex-role identity and attitudes: the Bem Sex Role Inventory, the Wellesley Role Orientation Scale, and the Traditional Family Ideology Scale. Children were seen in individual sessions and asked to act out a puppet drama centering around their perceptions of the sex-role attitudes of various family members and the division of labor in the family. As predicted, children's attitudes toward sex roles were not simply related to whether or not their mothers worked, or to their own grade or sex, but were apparently related to their mothers' attitudes. (Author/JMB)

**ED 136 936 PS 009 181**

Cleaves, Wallace T. Rosenblatt, Paul C.

Intimacy Between Adults and Children in Public Places.

Pub Date Mar 77

Note—14p.; Paper presented at the biennial meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adults, Children, \*Group Relations, \*Interaction Process Analysis, \*Observation, \*Parent Child Relationship, \*Public Facilities, \*Social Relations

This study examined the public behavior between adults and children in 557 groups and evaluated the effects of group size, number of children (16 years of age and younger), and number of adults on the cross-age interactions. For a 10-second period, all social interactions between members of a group were recorded using an unobtrusive observational methodology. Observations were made in a broad range of public settings, including shopping centers, restaurants, clinic waiting rooms, and libraries, in the Minneapolis area. Results indicated that as the size of the observed groups increased from two to six individuals, the average number of cross-age interactions decreased significantly. More specifically, the decrease appeared to be in touching and talking, but not in smiling. However, the decline in average number of interactions was primarily unidirectional, showing a strong decrease in child-to-adult interactions while the adult-to-child interactions were less strongly affected by group size. (Author/JMB)

**ED 136 937 PS 009 182**

Karnes, Merle B.

The University of Illinois Study of the Differential Effects of Five Preschool Programs.

Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Adapted from a chapter in J. C. Stanley (Ed.), "Compensatory Education for Children Ages Two to Eight: Recent Studies of Educational Intervention," Baltimore: The Johns Hopkins University Press, 1973, pp. 109-144

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Achievement Gains, Achievement Tests, \*Comparative Analysis, \*Early Childhood Education, Educational Alternatives, Intelligence Quotient, \*Intervention, Longitudinal Studies, \*Preschool Programs, \*Program Evaluation, Verbal Ability

This paper summarizes the findings from a two-part evaluation study which compared the effects of five model preschool intervention programs and examined 5-year longitudinal data on the effects of three of these five programs. The original five programs (Traditional, Community-Integrated, Montessori, Karnes and Bereiter-Engelmann) represented a continuum from traditional nursery to highly structured preschool. Brief descriptions of each of these preschool models are included. Seventy-five children who met age, income and family history criteria and had no previous school experience were divided into groups matched on IQ, sex, and race. These groups were then randomly assigned to a particular intervention model. Differences in effectiveness among the models were assessed by means of batteries of standardized tests which were administered prior to the intervention, following the preschool year, and at the end of the kindergarten year. Results from analyses of this data are

presented and discussed. Follow-up data over three additional years were gathered on the Traditional, the Karnes, and the Bereiter-Engelmann models. The results and conclusions from these data are also presented. (JMB)

**ED 136 938 PS 009 184**

Warden, Patricia E. Richey, Gary H.

The Development of the Category-Recall Relationship in the Sorting-Recall Task.

Pub Date Mar 77

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Age Differences, \*Classification, \*Cognitive Development, Cognitive Processes, \*Elementary School Students, \*Memory, \*Recall (Psychological), Research

This paper describes studies which investigated the nature of the relationship between number of categories and recall performance in children, and attempted to determine whether the category-recall effect increases developmentally. A series of three studies was designed so that grade level and stimulus difficulty would not be confounded. Different-aged subjects within each study (second, fourth and sixth graders) used the same stimulus materials. The difficulty of the stimulus list was increased for each successive study. Subjects were required to sort unrelated words into either 2, 4, or 6 categories until two identical sorting trials were produced. Recall followed. The overall results revealed a strong effect of categorical organization on recall. The increase in recall associated with greater numbers of sorting categories was not a function of differential sorting time, as shown in partial correlations. The major finding of these studies was that the effect of number of categories on recall appeared to increase with increasing age, above the fourth grade level. This result suggests a developmental increase in the effect of categorical organization on recall which occurs mainly in later childhood and adolescence. (Author/SB)

**ED 136 939 PS 009 185**

Powell, Douglas R.

The Coordination of Preschool Socialization: Parent-Caregiver Relationships in Day Care Settings.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Mar 77

Grant—75-0447

Note—29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Care Workers, \*Child Rearing, Communication (Thought Transfer), \*Day Care Services, Early Childhood Education, \*Interpersonal Relationship, Interviews, Parent Attitudes, \*Parents, Parent School Relationship, Predictor Variables, \*Verbal Communication

This research describes the interpersonal relationship between parents and caregivers in group child care settings, identifies variables predictive of parent-caregiver communication, and examines the degree of congruence in the childrearing beliefs of parents and caregivers. A total of 212 parents and 89 caregivers in 12 day care centers were interviewed. Data analyses revealed that as the frequency of parent-caregiver communication increases, the content of communication increases in complexity and diversity, and attitudes toward discussing childrearing values and parent/family-related information become positive. Variables were identified which appear to have a significant influence on parent communication frequency and which are predictive of caregiver communication frequency. Day care centers with high parent-caregiver communication were found to be characterized by informal social networks among and between parents and caregivers. Both parent and caregiver samples showed considerable variability in childrearing preferences across situations, but intra-consistency when examining parallel childrearing situations differing in social context. Overall there was minimal consistency between parent and caregiver preferences, and the least consistency in situations involving a child's prosocial behavior. A negative relationship was found between parent-caregiver childrearing congruence and

center communication frequency. Findings are discussed in relation to a child's construction of the social world and research issues. (Author/JMB)

ED 136 940

PS 009 186

Montessori, Mario M. Jr.

Education for Human Development: Understanding Montessori.

Pub Date 76

Note—131p.

Available from—Schocken Books, 200 Madison Avenue, New York, New York, 10016 (\$7.95)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Child Development, \*Early Childhood Education, \*Educational Philosophy, \*Educational Theories, Futures (of Society), \*Human Development, Observation, Personality Development, Psychology, Social Values, Student Motivation, Student Teacher Relationship, \*Values

Identifiers—Montessori (Maria), \*Montessori Method

This book presents the philosophical, psychological, and educational ideas of Maria Montessori. Chapters deal with: (1) the contribution of Montessori's ideas to philosophy, education, science, and child development; (2) the relationship of the Montessori materials to a child's intellectual, emotional and social development; (3) Montessori's view of people in relation to modern psychology; (4) the psychological value of work in school; (5) the Montessori view of the process of education and learning; (6) education in a changing world; (7) Montessori philosophy as related to the rapidly changing values of society; and (8) the concept of cosmic education. An appendix contains observations of a Montessori classroom. (SB)

ED 136 941

PS 009 187

Welsh, James B.

Follow Through Pupil Achievement Characteristics in Philadelphia, 1974-1975. Vol. I: Cross-Sectional Data. Report No. 7664.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Grant—OEG-0-8-522481-4649

Note—96p.; For related document, see PS 009 188

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Achievement Gains, Achievement Rating, Achievement Tests, \*Comparative Analysis, Comparative Testing, \*Cross Sectional Studies, \*Early Childhood Education, \*Program Evaluation, Standardized Tests

Identifiers—\*Pennsylvania (Philadelphia), \*Project Follow Through

This report is a cross-sectional analysis of the 1974-1975 mid-year performance of Follow Through, Non-Follow Through and District groupings of pupils in the Philadelphia School District. The report is divided into four parts: Part I offers comparisons of each Follow Through grouping with all other groupings in terms of mean score differences, percentages scoring below the national sixteenth percentile, and percentages scoring at or above the national fiftieth percentile; Part II is a brief inter-model comparison in terms of rankings on mean standard scores; Part III compares Spring 1974 and Spring 1975 test performance on the Stanford Early School Achievement Test (Kindergarten) and on the California Achievement Test (Grade 1-3); Part IV provides test data for the fourth-grade pupils enrolled in Follow Through schools. Results indicate that the positive program effects observed in grades K and 1 in 1973-1974 have been extended to grade 2 in 1974-1975 for the total program aggregate, and that during the program years (K-3) the Behavior Analysis and Parent Implemented models continue to exhibit superior performance among the models, followed closely by the Bank Street and EDC models. The Appendix volume of basic data tables accompanying this report is available upon request from the Office of Research and Evaluation, The School District of Philadelphia. (Author/JMB)

ED 136 942

PS 009 188

Welsh, James B.

Follow Through Pupil Achievement Characteristics in Philadelphia, 1974-1975. Vol. II: Quasi-Longitudinal Data.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Grant—OEG-0-8-522481-4649

Note—139p.; For related document, see PS 009 187

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Achievement Gains, Achievement Rating, Achievement Tests, \*Attendance Patterns, Comparative Analysis, \*Early Childhood Education, \*Early Experience, \*Longitudinal Studies, Program Evaluation

Identifiers—\*Pennsylvania (Philadelphia), \*Project Follow Through

This report examines 1974-1975 achievement test results for Philadelphia Follow Through pupils in the light of "quasi-longitudinal" variables from the Follow Through longitudinal pupil file. In Part I, Head Start effects are examined by comparing the Head Start group and the Non Head Start group of pupils within the maximum exposure category at each grade level. Evidence is presented for three effects: the effect of Head Start or equivalent preschool experience, the effect of maximum program exposure, and the effect of low absence. These effects were found to show a good degree of consistency for the Total Follow Through population. Model-specific variation is discussed. In Part II, the actual levels of performance were examined for four quasi-longitudinal groupings: the total group tested (cross-sectional), pupils with maximum program exposure, pupils with maximum program exposure and Head Start or equivalent experience, and pupils with maximum exposure, Head Start or equivalent experience and fifteen or fewer days of absence. The general pattern of results indicates increasingly higher levels of performance with each increasingly restrictive grouping as expected. Model-specific variation is noted for three time-points: first program grade (kindergarten), final program grade (third), and highest grade of program "graduates" (sixth). The importance of strictly longitudinal analysis for better emphasis of these effects vis-a-vis other variables is emphasized. (JMB)

ED 136 943

PS 009 189

Lubin, David Whiting, Beatrice B.

Learning Techniques of Persuasion: An Analysis of Sequences of Interaction.

Spons Agency—Ford Foundation, New York, N.Y.; Harry Frank Guggenheim Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77

Grant—NIMH-MH-01096

Note—26p.; Filmed from best available copy;

Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Age Differences, Aggression, \*Children, Early Childhood Education, \*Foreign Countries, Interaction Process Analysis, Observation, \*Peer Relationship, \*Persuasive Discourse, Prosocial Behavior, Sex Differences, \*Social Relations

Identifiers—\*Kenya

This research describes the attempts of 24 male and 24 female Kikuyu children (aged 2-9 years) to persuade other Kikuyu children and adults to comply to their demands. Examined was the sequence of behaviors beginning when a child encountered a noncompliant response from a target, and continuing until the child either gained compliance or gave up the set. Data consists of naturalistic observations of sequences of social behavior collected and coded by trained Kenyan observers. A multivariate analysis for qualitative data was employed to analyze for differences in the duration, outcome, composition and complexity of each sequence of behaviors across age, sex, and dyadic context. Results show significant developmental effects on the duration and complexity of the sequences, in which younger children show greater rigidity and lability than do older children. Contextual effects were also significant, and indicate that children are more likely to escalate their behavior after receiving non-compliance from younger children and more likely to de-escalate their behavior after receiving noncompliance from older children. Sex differences were shown in the strategies children use to escalate their demands. Results suggest the

need to employ sequential analyses to more adequately describe interactive processes. (Author/SB)

ED 136 944

PS 009 190

Belsky, Jay

Mother-Infant Interaction at Home and in the Laboratory: The Effect of Context.

Pub Date Mar 77

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Early Childhood Education, \*Environmental Influences, Family Environment, \*Infant Behavior, \*Infants, Laboratories, Middle Class, \*Mothers, \*Parent Child Relationship, Research Methodology, \*Research Problems, Response Mode

To assess the effect of setting on mother-infant interaction, 24 twelve-month-old children and their middle class mothers were observed on two occasions, a week apart. Half of these dyads were seen twice at home under naturalistic conditions or twice in the lab in a free play situation. The remaining 12 pairs were observed once in each location (order counterbalanced). General level of maternal functioning, but not infant functioning, was greatly affected by setting; mothers attended to, talked to, responded to and stimulated their children more frequently in the lab than at home. In addition, a change in setting tended to disrupt the individual differences in maternal rates of responsiveness observed consistently within a given setting. These results are discussed in terms of the differential demands placed upon mothers in each setting and their tendencies to behave in a more socially desirable manner in the lab. Individual differences in infant behaviors (e.g., vocalization, cry, smile) were more stable across settings than within settings, suggesting that infants were responding consistently to the strangeness inherent within each observational context. The total corpus of results is discussed in terms of the generalizability of laboratory findings to real world settings. (Author/MS)

ED 136 945

PS 009 192

Lamb, Michael E.

Development and Function of Parent-Infant Relationships in the First Two Years of Life.

Spons Agency—Foundation for Child Development, New York, N.Y.

Pub Date Mar 77

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Attachment Behavior, Behavior Patterns, Child Development, Early Experience, Emotional Development, Family Relationship, \*Fathers, \*Infants, Interaction Process Analysis, Longitudinal Studies, \*Mothers, \*Parent Child Relationship, \*Parent Role, Sex Differences, Socialization

This paper is a summary of results of two overlapping longitudinal studies tracing the development of mother-infant and father-infant attachments between 7 and 24 months of age. Interaction between 10 male and 10 female infants and their parents was observed in the subjects' homes. Interaction with parents was compared to interaction with an accessible and friendly investigator. Data concerning onset of attachment and presence of parental preferences were based on the occurrence of six attachment behaviors (proximity, touch, approach, reach, seek to be held, and fuss) and five affiliative behaviors (smile, vocalize, look, laugh and proffer). Frequency of parent vocalization to the child was recorded as an index of parental activity. Two classes of dyadic interaction were considered: play and physical contact. Results indicate that: (1) infants are attached to both parents from the time they are first able to form relationships (around 6-8 months of age); (2) mother-infant and father-infant relationships involve different types of experiences, and mothers and fathers have significant, qualitatively different influences on the infant's psychosocial development; and (3) the father-son relationship appears to be especially important from the beginning of the second year of life. Emphasis is placed on the need for attention to the particular nature of father-infant interaction. (Author/BF)

## ED 136 946

PS 009 193

Lamb, Michael E.

## The Effects of Ecological Variables on Parent-Infant Interaction.

Pub Date Mar 77

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Patterns, Early Experience, \*Ecological Factors, Emotional Development, \*Family Relationship, Fathers, \*Infants, Interaction Process Analysis, Mothers, \*Parent Child Relationship, \*Parent Role, Siblings, Socialization, Stranger Reactions, Stress Variables

This paper summarizes the findings of a series of studies on the effects of "ecological variables" on mother-father-sibling-infant interactions. Under consideration were: (1) the effects of stress on the parental preferences of young infants; (2) the effects of the presence of one parent on the interactions within the other parent-infant dyad; (3) the effects of the presence of one parent on sibling-infant and parent-child interaction; and (4) the effect of a sibling's presence on parent-infant interaction. Analyses of parent-child interaction focused on five affiliative behaviors (smile, vocalize, look, laugh and proffer) and six attachment behaviors (proximity, touch, approach, seek to be held, fuss and reach). For research on sibling-infant interaction, eight behavioral measures were added. Parental vocalization to child was recorded as an index of parental activity. All studies involved at least 20 subjects, at different points in the 7- to 24-month age range. Significance of the stress factor is discussed in light of varying results at different ages. It is indicated that, while mothers are the primary attachment figures of young infants, the fact that distressed infants treat mothers and fathers similarly when only one is accessible, and the fact that infants of certain ages discriminate mother and father from friendly strangers, indicate that fathers are important attachment figures. Findings also indicate that infants from 12 to 24 months of age interact far more with either parent when alone with him or her than when both parents are present. The effects of the entrance of a stranger sibling or other parent on affiliative interaction are also discussed. (Author/BF)

## ED 136 947

PS 009 194

Crawford, Joyce H. Fry, Maurine A.

## Trait-Task Interaction in Matching Visual and Auditory Stimuli.

Pub Date 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Aural Stimuli, Cognitive Processes, Elementary Education, \*Elementary School Students, Grade 1, Intelligence Tests, \*Memory, Multiple Regression Analysis, Predictive Ability (Testing), \*Predictor Variables, \*Reading Achievement, Task Performance, \*Verbal Learning, Visual Stimuli, \*Vocabulary

This study was designed to examine the effects of auditory memory, visual memory, and vocabulary knowledge on intramodal and intermodal delayed matching-to-sample tasks. A secondary objective was to assess the value of task performance and trait measures in predicting reading achievement. A total of 52 first graders were randomly selected as participants and their cognitive traits were measured individually with the visual-sequential memory subtest from the ITPA, the digit span subtest from the WISC-R, the picture vocabulary from the Stanford-Binet, and the vocabulary subtest of the WISC-R. Each child then participated in four delayed matching-to-sample tasks: (1) matching a visual stimulus with a previously seen visual stimulus, (2) matching an auditory stimulus with a previously heard auditory stimulus; (3) matching an auditory stimulus with a previously seen visual stimulus and (4) matching a visual stimulus with a previously heard auditory stimulus. The stimuli were ten pronounceable nonsense trigrams and response choices were formed from systematic alterations of these trigrams. A few weeks after the trait measures and matching-task data were collected, all first graders took the SRA as part of the district testing program. The data were analyzed with a series of multiple regressions and the

results are presented and discussed in detail. (JMB)

## ED 136 948

PS 009 195

Grotberg, Edith H., Ed.

200 Years of Children.

Office of Child Development (DHEW), Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Report No.—DHEW-Pub-OHD-77-30103

Pub Date 77

Note—490p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-090-00029-1, \$6.70)

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.

Descriptors—\*American History, Child Development, \*Childhood, Childrens Literature, \*Child Welfare, \*Educational History, Educational Programs, Family Characteristics, Federal Legislation, Futures (of Society), Health Services, \*Historical Reviews, Legislation, Recreation, \*Social History, Welfare Services

This book surveys different aspects of childhood in the United States during its first 200 years. The first chapter surveys trends in immigration, mortality and health, education, and income. Chapter 2 is an historical review of family behavior. In Chapter 3, child health services over the last 200 years are reviewed including early policy and programs, the founding of the Children's Bureau, and recent programs and medical breakthroughs sponsored by the federal government. Chapter 4 is a collection of essays on American educational systems and opportunities. Chapter 5 reviews various social services and reforms. Chapter 6 surveys children's recreation over the last 200 years. In Chapter 7, different periods in children's literature are explored. Chapter 8 reviews attitudes, concepts and facts about child development. Chapter 9 discusses children and the law. Implications for the future are discussed. (SB)

## ED 136 949

PS 009 196

Matthews, Wendy Schenck

## Sex Role Perception, Portrayal, and Preference in the Fantasy Play of Young Children.

Spons Agency—State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Mar 77

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Observation Techniques, Cognitive Development, \*Early Childhood Education, Egocentrism, Fantasy, Middle Class, \*Parent Role, Perception, Preschool Children, \*Pretend Play, \*Role Playing, \*Sex Differences, \*Sex Role

Naturalistic observation of the spontaneous role-taking behavior of 16 four-year-old children (8 boys, 8 girls) in a free play situation with a same-sex peer was used to investigate the sex role perceptions and preferences of young children. Videotape recordings of the unelicited male, female, parental, and conjugal role portrayals were examined in terms of the children's perception of those roles along the competence and nurturance dimensions, as well as in terms of the tasks and general attitudes associated with the roles. It was found that in the parental role the female is viewed as highly competent; but in the conjugal role, (within which the role relation shifts from the child to the husband) her competence diminishes dramatically. The male, in contrast, appears the more competent in the conjugal role and the less competent in the parental role. The accuracy, depth, and breadth of the children's sex role portrayals is discussed, as well as the preference for same-sex role play. Also included is a discussion of the assimilative and accommodative functions of role play in the early acquisition of sex role and the degree of deceleration required for the role play activities to occur. (Author/MS)

## ED 136 950

PS 009 197

LaVoie, Joseph C. And Others

## Modeling and Self-Regulatory Mechanisms as Determinants of Self-Control.

Pub Date Apr 76

Note—40p.; Portions of this paper were presented at the Biennial Southeastern Con-

ference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, \*Cognitive Development, \*Elementary Education, Elementary School Students, Error Patterns, \*Inhibition, \*Observational Learning, \*Psychomotor Skills, Reinforcement, Research Methodology, Task Performance

Children's self-control behavior in motor and cognitive tasks was examined in a series of two studies in which modeling and self-regulatory mechanisms were varied to assess the influence of each. In the first study, 6-, 7-, 9-, and 11-year-old children individually played a 20-trial game of 'Simon Says' (involving activation and inhibition trials) with a male model who (1) conducted the game in the traditional manner, (2) introduced the sanction, "Don't", on the inhibition trials, (3) performed an action that differed from the instructions, or (4) gave instructions only without action. Results indicated that activation latency and inhibition errors were influenced by age of the child and self-control condition. Activation errors also were affected by self-control condition, but not by age. The same motor self-control task ("Simon Says") and a cognitive task (picture arrangement) were used as performance measures in a second study with children aged 5, 7, and 9 who were assigned to one of three self-regulation conditions (external control, cognitive modeling, or self-reinforcement) or a control condition. For the motor task of "Simon Says", activation latency, activation errors, and inhibition errors decreased across age. Inhibition errors also were influenced by the specific self-regulation treatment. Solution times and accuracy scores for the cognitive self-control task improved with age and were influenced somewhat by self-regulatory mechanisms. Age similarities across self-control tasks seemed to fit the notion of a developmental function. Differential effects of the self regulatory mechanisms are discussed in the context of cognitive and behavioral competencies. (Author/MS)

## ED 136 951

PS 009 200

Cameron, Roy

## Source of Problem Solving Inefficiency in Relation to Conceptual Tempo.

Spons Agency—Canada Council, Ottawa (Ontario); Ontario Dept. of Education, Toronto; Ontario Mental Health Foundation, Toronto

Pub Date Mar 77

Grant—S73-0034

Note—16p.; Based on a portion of author's doctoral dissertation; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cognitive Processes, \*Cognitive Style, \*Conceptual Tempo, \*Elementary Education, Elementary School Students, Memory, \*Problem Solving, Research Methodology, \*Task Analysis

This study of problem solving and conceptual tempo had two objectives: (1) to begin to clarify the underlying deficiencies which contribute to the less efficient information processing of impulsive children (as compared with reflective children) during problem solving; and (2) to demonstrate the utility of using a task analysis as a clinical-research strategy for analyzing cognitive performance deficiencies in children. A task analysis was conducted to identify sources of inefficient performance on the Neimark-Lewis pattern matching problem among children aged 7, 9, and 11 years. Data indicated that failure to adequately retain orienting instructions, failure to formulate an efficient solution strategy and failure to consistently implement an efficient strategy once formulated all represented potential sources of performance inefficiency. Conceptual tempo was not associated with failure to retain task instructions. However, "reflective" children were more likely than "impulsive" to formulate high quality solution strategies and consistently implement such strategies once formulated. These data appear to contribute to the clarification of the cognitive mechanisms underlying reflectivity and impulsivity. The task analysis diagnostic procedure yielded an individual "deficiency profile" for each child, thus demonstrating its potential clinical-research utility for analyzing cognitive performance deficits in children. (Author/MS)



**ED 136 952 PS 009 201**

Cooper, Robert G., Jr. And Others  
**The Development of Skills Underlying Perception, Representation, and Construction of Series.**  
 Pub Date Mar 77

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Age Differences, Cognitive Development, \*Concept Formation, \*Discrimination Learning, Early Childhood Education, Numbers, \*Perception, \*Preschool Children, Research Methodology, Serial Learning, Serial Ordering

The relationships among the perception, representation, and construction of series are examined within a model of the acquisition of seriation abilities. The model is then related to two experiments with three-, four- and five-year-olds. The key feature of the model is the delineation of parallels among developmental changes in three arenas: changes in the information that can be perceptually extracted from a series, changes in the information that can be represented and used without perceptual support, and changes in algorithms or procedures for constructing series. To examine the kind of information that can be perceptually extracted from series, a three-choice discrimination learning task was employed. Three sets of stimuli were employed: three nonseries, two nonseries and one series, one ascending and one descending series and one nonseries. Performance improved with age. The two series stimulus set was the hardest and revealed confusion between the two series. To examine production skills, subjects were asked to perform several tasks involving selecting items, constructing small and large series, and inserting items into a series. Performance improved with age. Random construction procedures preceded systematic construction, which preceded insertion skills. These data were used to support a model of the development of seriation in which perceptual abilities precede or are coincident with representation skills which preceded or are coincident with construction skills. In addition, a parallel in the course of development across the three arenas was proposed. (Author/MS)

**ED 136 953 PS 009 203**

Perlmutter, Marion And Others  
**Semantic Effects and Development of Recall in Very Young Children.**

Spons Agency—Grant Foundation, New York, N.Y.; Public Health Service (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date Mar 77  
 Grant—US-Hew-PHS-HD-09346

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Age Differences, Cognitive Development, Concept Formation, Early Childhood Education, \*Memory, \*Preschool Children, \*Recall (Psychological), Research Methodology, Retention Studies, \*Semantics, \*Serial Learning

This paper describes a series of studies which examine the early development of recall. Subjects were children about 2 1/2 and 5 years of age. Recall was tested on nine-item lists which were either composed of three objects from each of three conceptual categories or nine objects from nine different conceptual categories. Age differences were observed in level of recall. However, there was no evidence of age-related increases in active or deliberate strategy use. Parallel serial position curves, and comparable levels of clustering were obtained over the entire age range studied. Conceptual category effects were found on recall of even the youngest subjects. The children recalled more items from conceptually related than unrelated lists, responded more rapidly between adjacent pairs of conceptually related than unrelated items, produced above chance level conceptual clustering, profited from categorical blocking at presentation and from category cues at retrieval. A reliable Age X List Type interaction indicated that the presence of semantic relations in list materials facilitated older children's performance somewhat

more than younger children's. Results suggest that early development of memory may be related to growth in the "knowing" component itself, rather than to growth in "knowing how to know." (Author/MS)

**ED 136 954 PS 009 204**

Clarke-Stewart, Alison  
**The Father's Impact on Mother and Child.**  
 Pub Date Mar 77

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Attachment Behavior, Child Rearing, Early Childhood Education, Family Relationship, \*Fathers, \*Infants, Intellectual Development, Longitudinal Studies, \*Mothers, Observation, \*Parent Child Relationship, Parent Influence, \*Parent Role, \*Play, Social Behavior, Spontaneous Behavior, Verbal Communication

This study investigates the father's contribution to child development in the context of a triadic family constellation, integrating data that parallel previous investigations of fathers: differences in children's behavior to mother and father, differences in mothers' and fathers' behavior to the child, and correlations between parental and child variables. The study treats the family triad as a system that is dynamic, examining the interactive behavior of mother, father, and child as they change over time. Data are drawn from a 1972-1973 longitudinal study of 14 children from 1 to 2 1/2 years of age. Children in the study were randomly selected from hospital birth records. All families were white, but a range of socioeconomic levels from working class to professional class was represented. All mothers were nonworking and were their children's primary caregivers. Data was gathered from: unstructured observations of child and family at home, semi-structured situations, questionnaires (daily records kept by the mother) as to the child's activities as well as questionnaires investigating parental attitudes towards the child; and assessments of the child's intellectual competence. A number of results were found and are discussed in some detail, including differences in amounts of child's interaction with mother and father, parent-initiated behavior, mother's and father's social-physical play with the child, mother's and father's verbal interaction, and effects of mother's and father's behavior on the child's development. (Author/MS)

**ED 136 955 PS 009 208**

Wachs, Theodore D.  
**Relationship of Infants Physical Environment to Their Binet Performance at 2 1/2 Years.**  
 Pub Date Mar 77

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Early Childhood Education, \*Environmental Influences, \*Family Environment, \*Infants, \*Intelligence Quotient, \*Physical Environment, Sex Differences, Stimulation

Identifiers—Purdue Home Stimulation Scale, Stanford Binet Intelligence Scale

This study examined the relationship between infants' early physical environment and their subsequent performance on the Stanford Binet Intelligence Scale. A total of 23 infants were observed twice a month in their own homes starting at 12 months of age and continuing through 24 months of age. These observations were subsequently coded into 30 item categories which were derived from the Purdue Home Stimulation Inventory and which reflected the physical environment. The Binet was administered at 31 months in the child's own home. Data were analyzed by means of correlations between Binet performance and physical environment indices for each 3-month time block between 12 and 24 months. Results indicated that the amount of verbal interaction directed toward the child and the physical responsiveness of the environment were consistently and positively related to Binet performance across all time blocks. Other physical environment items, including the presence of noise/confusion in the home, environmental predictability, variety of objects available to the child and a lack of physical restraints on exploration, were related

to Binet performance only at specific age levels. Analyses by sex indicated that relationships for females appeared earlier than male relationships and that stimulus variability was uniquely related to female development while a responsive physical environment was uniquely related to male development. (Author/JMB)

**ED 136 956 PS 009 209**

Minuchin, Patricia  
**Exploratory and Cautious Children in Open Classrooms: Autonomy, Learning and Relationships.**  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77  
 Grant—NE-G-00-3-0018

Note—28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Behavior Patterns, Classroom Observation Techniques, Elementary Education, \*Elementary School Students, Grade 1, \*Individual Differences, \*Open Education, Peer Relationship, Research, \*Response Mode, Self Directed Classrooms, Self Expression, Sex Differences, \*Social Relations

This study explored the functioning of exploratory and cautious children in open classrooms. Four areas of functioning were focused on: curiosity and exploration, learning and mastery, autonomous behavior, and interpersonal contacts. Thirty exploratory and 30 cautious children were selected through teacher ratings and exploratory tasks and observed in their classrooms throughout a school year. Observational data were collected through detailed narrative records of 5- to 15-minute periods and with a pre-coded observation system in which behavior was coded in predetermined categories at short time intervals. Observers had no knowledge of which children had been labeled exploratory or cautious. Results indicated primary differences in social interaction with peers, spontaneous expression of ideas and feelings and aspects of self-direction and autonomy in the classroom. However, exploratory and cautious groups were not systematically different in work persistence, management of classroom resources, the nature of contacts with teachers or the pattern of work relationships with peers. There was no simple confirmation of the hypothesis that exploratory children might be more generally effective in open classrooms than cautious children, though some patterns of behavior were different. Sex differences were discussed. (Author/SB)

**ED 136 957 PS 009 210**

**State Day Care Assistance Program. First Annual Report.**

Alaska State Dept. of Community and Regional Affairs, Juneau.

Pub Date Dec 76  
 Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Child Care, Community Role, \*Day Care Services, \*Financial Support, \*Full State Funding, \*Local Government, \*Low Income Groups, Municipalities, State Programs

Identifiers—\*Alaska, Single Parents  
 This annual report of the recently established Alaska Day Care Assistance Program describes the system of state subsidies instituted to encourage local government participation in the delivery of day care services. Established to aid low-income families in providing for adequate child care, the program is administered by the state Department of Community and Regional Affairs. The Department established standards of eligibility for day care benefits and contracts with local communities for direct program administration. Subsidy grants are available only to communities with licensed day care facilities, with the parent or guardian selecting the provider. Eligibility is determined on the basis of family income, number of children, and single-parent status. The document includes brief descriptions of programs in 11 urban and rural communities, and consists mainly of appended tables which illustrate the scope and growth of the program, presenting details of operations in the individual communities. (BF)

**ED 136 958 PS 009 211**

Anderson, Daniel R.  
**Children's Attention to Television.**

Spons Agency—Grant Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date Mar 77

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Attention, \*Attention Span, \*Children's Television, College Students, Early Childhood Education, \*Preschool Children, Research, \*Television Viewing, Visual Stimuli Identifiers—\*Attentional Inertia

This paper summarizes a series of studies investigating the nature of children's attention to television. In a study of distraction, children's visual attention was found to be affected by distractions in the environment, by the nature of the program and by the viewer's own patterns of attending. A study of the general patterns of attention to television revealed that children have an inertial tendency such that they can become "locked in" to TV viewing. The longer a child had been visually attentive, the greater the probability s/he would continue that attention. This phenomenon was labeled "attentional inertia." Another study investigated the conditional probability of looking back at the television as a function of time since the end of the last look. Again, results indicated the operation of attentional inertia. This phenomenon was also present in a study done with college student subjects. The possibility of generalizing attentional inertia beyond television watching is discussed. (SB)

ED 136 959

PS 009 212

Burke, Linda

A Comparative Study of Synanon and Home Reared Children.

Synanon Foundation, Marshall, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 77

Grant—NIMH-R01-MH-24874-01

Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, Child Care, \*Child Rearing, \*Cognitive Development, \*Collective Settlements, Early Experience, Environmental Influences, Family Environment, Family Structure, Group Experience, Middle Class Culture, Parental Background, Parent Child Relationship, \*Parent Role, Peer Relationship, Preschool Children, \*Preschool Education, Preschool Learning

Identifiers—\*Synanon

This paper describes a study comparing the development of children reared in a communal environment with that of children from upper-middle-class home environments. Variables considered were cognitive development and academic achievement. Subjects consisted of 39 children, 2 1/2 to 6 1/2 years of age, reared communally from birth, and 39 home-reared children matched for age and sex. The Synanon community provided an example of child-rearing by multiple caregivers. Up to 20 different caregivers per year rear the children, who live in peer groups from birth to adulthood. Parents average approximately three hours a week with their own children. The home-reared group was comprised of children from upper-middle-class, two-parent families, with the mother as primary caregiver. Cognitive development was assessed with the McCarthy Scales of Children's Abilities. In addition, the 5- and 6-year-olds were given the Peabody Individual Achievement Test. Results indicate that multiple mothering, per se, is not detrimental to cognitive development. It was also shown that IQ can be influenced through environmental change, increasing to significantly above the average. Significant preliminary evidence showed steady increases in Synanon children's IQs from age 2 to 6, while home-reared children remained fairly constant in IQ across age. The study also demonstrated that 4-year-olds can successfully be taught first grade materials. (Author/BF)

ED 136 960

PS 009 214

Friedman, William J.

The Development of Children's Understanding of Temporal Cycles.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Rochester Univ., N.Y.

Pub Date Mar 77

Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977); Paper is based on author's dissertation, University of Rochester

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Abstract Reasoning, \*Cognitive Development, \*Early Childhood Education, Elementary School Students, Learning Processes, Logical Thinking, Preschool Children, \*Serial Ordering, Space Orientation, \*Time Perspective

Identifiers—\*Piaget (Jean), \*Temporal Ordering

This study examines problems related to (1) the development of children's understanding of temporal cycles, and (2) the relationship between cyclic concepts and cognitive development. Piagetian tests of classification and seriation and a variety of specially designed cyclic tasks were administered to 62 children, ranging in age from 4 to 10 years. Results show major progress in the representation of cyclic order and recurrence during the age period examined. The age patterns support the theoretical distinction between the cyclic features of order and recurrence. Children are able to produce a correct order of the elements of a cycle about two years earlier than they are able to distinguish permutations which preserve cyclic order from those which violate it. The ability to produce a correct order is related to seriation performance, but not classification performance, when the variance attributable to age is partialled out. Continuity responses appear to be unrelated to performance on either of the Piagetian tasks tested when age is controlled. (Author/BF)

ED 136 961

PS 009 215

Cowles, Milly And Others

Comparative Study of Certain Social and School Adjustments of Children in Two Grouping Plans.

Pub Date 1 Sep 74

Note—26p.; Paper presented at the Annual Convention of the American Psychological Association (82nd, New Orleans, Louisiana, September 1, 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Academic Achievement, \*Elementary Education, Elementary School Students, \*Grouping (Instructional Purposes), Heterogeneous Grouping, Homogeneous Grouping, Labeling (of Persons), Literature Reviews, \*Peer Acceptance, Research, \*Self Concept, Sex Differences, Social Relations

This paper reviews previous research into ability grouping and describes a study of the relationship of heterogeneous and homogeneous grouping plans on children's concepts of their interpersonal relationships with other students and their academic success. Most studies on the emotional impact of ability grouping indicated that being placed in the low group carries a certain social stigma, although findings in one study suggested that students of low ability levels have higher feelings of self-worth in homogeneous settings. Studies concerned with self-image and social relationships found that children were aware of grouping, even in heterogeneous classes, and that peer acceptance was greater in heterogeneous classes. Studies of attitude and self-concept of children in homogeneous grouping programs showed that these programs seemed to be most beneficial for children in the high status groups. In the study reported here 713 sixth grade students (356 homogeneously grouped, 357 heterogeneously grouped) from six elementary schools were administered a questionnaire devised to test the students' concepts of their interpersonal acceptance and academic success. Results indicated that homogeneously grouped children indicated more favorable adjustment to other children and schoolwork than heterogeneously grouped children, though there appeared to be as much, if not more, difference from class to class in each organizational plan than between the two large organizational plans. Some sex differences were found. Results were sufficiently varied to suggest that the entire grouping question should be studied in depth. (SB)

ED 136 962

PS 009 216

Wong, Bernice

The Relationship Between Piaget's Concept of Reversibility and Arithmetic Performance Among Second Graders.

Pub Date Apr 77

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Arithmetic, \*Cognitive Development, Elementary Education, Grade 2, \*Problem Solving, Research, \*Sex Differences, \*Thought Processes

Identifiers—\*Piaget (Jean)

The relationship between the development of reversible thought and performance in arithmetic equations among children was investigated. Subjects were 86 second grade boys and girls. Two reversibility tasks and 20 addition and subtraction equations were administered. Results indicated significant correlations between the two variables only among the female subjects. This sex difference is discussed in the context of studies which obtained conflicting findings on sex differences in mathematics learning among early grades. The results were interpreted to provide qualified support for the educators' assumption that reversible thought is related to children's performance at arithmetic equations. (Author/SB)

ED 136 963

PS 009 221

Gallas, Howard B. Lewis, Michael

Mother-Infant Interaction and Cognitive Development in the 12-Week-Old Infant.

Pub Date Mar 77

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Birth Order, \*Cognitive Development, Infant Behavior, \*Infants, \*Interaction Process Analysis, \*Mothers, \*Parent Child Relationship, \*Perceptual Development, Research

Identifiers—\*Bayley Mental Developmental Index, Object Permanence

This study explored the relationship between the mother-infant interaction and the concurrent perceptual-cognitive and intellectual status of the infant. One hundred and eight-nine 12-week-old infants were given a battery of perceptual-cognitive tasks, including the Mental Developmental Index (MDI) of the Bayley Scales, the Corman-Escalona Scales of Object Permanence, and an attention task measuring response decrement and recovery. Data from these tests failed to show any sex or social class differences. However, the MDI was affected by birth order with first borns showing superior performance. In general, these three measures of perceptual-cognitive ability were unrelated. Mother-infant interactional data were collected and analyzed on three levels; frequency distributions, determination of simultaneous behaviors, and directed interactional behavior. The third level of analysis yielded more conclusive results concerning relationships between maternal behavior and infant performance. These findings suggest that specific contingencies between maternal and child behaviors are more informative than simple frequencies of behavioral occurrences, and that mother-infant interactional behavior is related to the young infant's cognitive status. (Author/SB)

ED 136 964

PS 009 225

Pollitt, Ernesto Gilmore, Michael

Early Mother-Infant Interaction and Somatic Growth.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.

Pub Date Mar 77

Grant—NICHD-1-R01-DH-08109-02

Note—35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Body Weight, Infant Behavior, \*Infants, \*Interaction Process Analysis, \*Mothers, Nutrition, Observation, \*Parent Child Relation-

ship, \*Physical Development, Predictor Variables, Research, Video Tape Recordings  
Identifiers—Infant Feeding

This study tests the proposition that selective behaviors of both mother and infant during feeding are predictors of weight gain during the first month of life. Forty normal mother-neonate pairs were studied, and the target behaviors were examined using an adaptation of the techniques developed by Brown and Bakeman (in which approximately 60 different mother behaviors and 40 different infant behaviors are coded). Two observers simultaneously coded the behaviors shown on videotapes of the mother-infant feedings. Aggregate scores of four specific maternal and infant behaviors accounted for more than 32% of the variance in total weight gain. These findings indicate that the availability of nutrients is not in itself a sufficient condition to meet the infant's nutritional needs. Implicit in these findings are the possibilities that infants at risk of failure-to-thrive can be identified, and measures to prevent this syndrome can be introduced. (Author/SB)

**ED 136 965** PS 009 238  
Wandersman, Lois Pall Wandersman, Abraham  
A Parenting Support System to Facilitate Parental Competence in the Postpartum Period.

Pub Date Feb 77

Grant—FR-RR07087

Note—8p.; RRM from best available copy;  
Paper presented at "Toward the Competent Parent: An Interdisciplinary Conference on Parenting" (Atlanta, Georgia, February 21-22, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Child Rearing, \*Discussion Groups, Family Environment, \*Family Life Education, Family Problems, \*Family Projects, Family Relationship, Infants, Parent Attitudes, \*Parent Education, Parents, \*Program Descriptions  
Identifiers—\*New Parents

This paper describes the Family Development Project which is aimed at developing a systematic model of parenting support for new families and evaluating its effects on family development. The project focuses on Parenting Groups consisting of 6 to 10 couples who meet together as soon after delivery as possible, weekly for 6 weeks, and monthly for 4 more sessions, to discuss topics of interest and share experiences. Topics covered in parenting group sessions include initial adjustment to the baby, infant development, baby care, and husband and wife relationship after the baby. Meetings often feature films or guest speakers. Extensive questionnaire data collected for 26 couples who have been in the Parenting Groups will be contrasted with data for a comparison group of 33 motivated couples with similar backgrounds. The questionnaires measure changes in parents' moods, sense of well-being, feelings of competence, attitudes toward child rearing, perception of the baby, and couples' marital satisfaction and sharing. The basic goals and assumptions of the Family Development Project are elaborated. (JMB)

**ED 136 966** PS 009 243

Fagot, Beverly I.

Preschool Sex Stereotyping: Effect of Sex of Teacher vs. Training of Teacher.

Pub Date Mar 77

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Classroom Observation Techniques, Females, Interaction Process Analysis, Males, \*Preschool Education, Preschool Teachers, \*Sex Differences, \*Sex Role, \*Sex Stereotypes, \*Teacher Behavior, \*Teaching Experience

This study was designed to compare inexperienced and experienced teachers of both sexes in terms of types of teaching behaviors, reactions to boys and girls, and reactions to different child behaviors, particularly sex-preferred behaviors. Forty teachers, 20 male and 20 female, were observed for 10 hours each during free play periods in preschool classes. Ten teachers of each sex were experienced (with at least 3 years' teaching experience and some formal training in early childhood education), and 10 were inexperienced (with less than 3 years' experience and no early childhood training). Analyses of observation data indicated that: (1) experienced teachers initiated more activities than inexperienced teachers, while

inexperienced teachers joined children's play groups more often; (2) experienced teachers of both sexes interacted more with both boys and girls when they were engaged in feminine preferred activities; and (3) inexperienced teachers of both sexes interacted more with boys engaging in masculine-preferred activities and girls engaging in feminine-preferred activities. Differences between male and female teachers were much smaller than differences between experienced and inexperienced teachers. The fact that inexperienced teachers of both sexes were similar to male teachers described in other studies was interpreted as suggesting that some of the results previously attributed to sex of teachers were probably due to differences in amount of experience between male and female. (JMB)

**ED 136 967** PS 009 247

Goodson, Barbara Dillon Hess, Robert D.

Parents as Teachers of Young Children: An Evaluative Review of Some Contemporary Concepts and Programs.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.  
Pub Date May 75

Note—242p.; Revised Edition

**EDRS Price MF-\$0.83 HC-\$1.71 Plus Postage.**

Descriptors—Child Rearing, Family Environment, Family School Relationship, Intelligence Quotient, Intervention, Low Income Groups, Parent Attitudes, Parent Child Relationship, \*Parent Education, \*Parent Participation, \*Preschool Education, \*Preschool Programs, \*Program Descriptions, \*Program Evaluation

This paper examines and summarizes information about the success of parent-centered educational intervention programs for disadvantaged preschool children. Historical shifts in the role of the family and the community in education are traced and four types of parent participation educational programs are identified. They are: (1) parents as policy makers (2) parents as more effective teachers of their own children (3) parents as supporting resources for the school and (4) parents as better parents. More than 20 program descriptions are presented which include demographic data, assumptions underlying the program, program goals for the children and the parents, details of program operation, distinctive features of the program, hypotheses tested by the program and evaluation results. Evaluation data from all the programs are combined to provide an assessment of the overall effectiveness of parent training programs. Analysis of these data indicate that the programs consistently produced significant immediate gains in children's IQ scores, seemed to show long-term effects on children's IQs and their school performance, and seemed to alter in a positive direction the teaching behavior of parents. A reference list of program addresses is also included. (JMB)

## RC

**ED 136 968** RC 002 087

McPherson, Orpha, Comp.

We Look at Indian Education. A Summer Workshop (Tempe, Arizona, 1957).

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Pub Date 57

Note—249p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adjustment (to Environment), Adult Education, \*American Indian Culture, American Indians, Bibliographies, Communication (Thought Transfer), Cultural Awareness, \*Cultural Background, Educational Finance, \*Educational History, Educational Objectives, Elementary Secondary Education, Enrollment, History, \*Language Skills, Organization, Public Schools, Reservations (Indian), Resource Materials, School Integration, Social History, Statistical Data, \*Teacher Developed Materials, \*Tribes

Identifiers—Apaches, \*Arizona, Havasupais, Hopis, Maricopas, Navajos, Paiutes, Papagos, Pimas

Intended to build a background of understanding that "Indians are people" and deserve the best opportunities available, the 5-week workshop

dealt with techniques and materials for teachers of American Indian children. Participants included primary, intermediate, junior and senior high, and adult education teachers. This bulletin presents the material developed by the workshop participants. The historical and cultural information covers: statistical data showing growth of Indian Education; population of Arizona Indian reservations as of December 31, 1955; history of education of the Pima, Papago, and Maricopa Indians; the Navajo and education; the historical background of the Havasupai, Hualapai, Yavapai and Paiute Indians; a brief history of formal education among the Hopi Indians; a brief history of Mohave-Cocopah-Yuma tribes; the education of the Apache, yesterday and today; Papago adult education; cultural background of Arizona Indians and of the Paiute, Apache, Havasupai, and Navajo; and the culture of the Papago, Pima, and Maricopa people. Information is also given on Indians in Arizona's public schools—factors concerning Johnson-O'Malley contract funds, communications, communication through writing, common speech errors, and oral response. (NQ)

**ED 136 969** RC 009 693

Lindsey, James K.

Rural Education and Under-Development: Aspects of the Politics of Education. IIEP Seminar Paper: 25.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—37p.; Paper presented at the IIEP Seminar on "The Planning Problems in Rural Education" (October 13-17, 1975)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene Delacroix, 75016 Paris (France) (\$0.60)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Capitalism, Developed Nations, \*Developing Nations, \*Economics, \*Education, Equal Education, Interaction Process Analysis, \*International Relations, \*Rural Areas, Rural Economics, Social Class, Social Differences, \*Theories, Values

The nations of the capitalistic world devote a high percentage of their exports to trade with other nations in that group, while the underdeveloped nations send most of their exports to the capitalistic nations. The low wages in underdeveloped countries are critical for the maintenance of their position as dominated, for these low wages allow the dominant industrial countries to receive goods at relatively low cost and also to reduce the internal mass market of the underdeveloped countries to a minimum. In a colonial period, education is used by the capitalist countries to produce elites in the dominated countries. Today universal education policies in the underdeveloped countries keep these countries in a state of underdevelopment, for the costs of education and the growing unemployment rates of the educated in urban areas perpetuate a state of dependency. For the individual rural family, belief in advancement via education hinders the individual production and accumulation process and also creates a number of family liabilities in the form of children who cannot function within the existing rural society because they have never learned the required skills. By teaching things which have no obvious usefulness, institutionalized education plays a major role in creating the required mentality of a working class which can be and is controlled by the dominant classes in both the capitalistic and underdeveloped countries. (JC)

**ED 136 970** RC 009 694

Distribution of Funds to Cowlitz and Grand River Band of Ottawa Indians. Hearing Before the Subcommittee on Indian Affairs of the Committee on Interior and Insular Affairs, United States Senate, Ninety-Fourth Congress, First Session on S. 1334, S. 1659 (September 26, 1975).

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.  
Pub Date 26 Sep 75

Note—93p.; Not available in hard copy due to small print size of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*American Indians, \*Criteria, Definitions, Federal Government, \*Federal



Legislation, Letters (Correspondence), Race, \*Resource Allocations, Specifications, Tribes Identifiers—Congress, \*Congressional Hearings, \*Cowlitz, \*Ottawa (Grand River Band)

Testimony is presented in these congressional hearings by the nonfederally recognized Cowlitz and Grand River Band of Ottawa American Indian tribal and administrative representatives re: legislation introduced at the request of the two Indian groups following the Secretary of the Interior's withdrawal from Congress of distribution plans prepared pursuant to the Indian Judgment Funds Use or Distribution Act (Public Law 93-134). Senate Bills S. 1334 and S. 1659 are described as limiting the payment of per capita shares to individuals who possess one-sixteenth and one-fourth degree or more Cowlitz and Grand River Band of Ottawa Indian blood, respectively. Included in these hearings are: reports by the Department of the Interior re: S. 1334 and S. 1659; testimony by a South Dakota Senator, the Chairman of the Cowlitz Tribal Council, the Vice Chairman of the Yakima tribe, the Chairman of the Grand River Band of Ottawa Descendants Committee an attorney for the Grand River Band of Ottawa Descendants Committee, a Michigan Senator, the Secretary of the Grand River Band of Ottawa Descendants Committee, the Commissioner of the Bureau of Indian Affairs, the Chairman of the Cowlitz tribe, and a tribal councilman from the Yakima tribe; letters from the Ottawa Descendants Committee to the Speaker of the House, the Commissioner of Indian Affairs to a Senator, the Cowlitz Chairman to President Ford, etc. (JC)

ED 136 971 95 RC 009 715  
Outdoor Education, A Selected Bibliography (with ERIC Abstracts), ERIC/CRESS Supplement No. 6.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Contract—400-75-0025

Note—111p.; For related document, see ED 118 306

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-052, \$5.50)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Abstracts, \*Annotated Bibliographies, Camping, \*Conservation Education, Curriculum Guides, Early Childhood Education, Elementary Secondary Education, \*Environmental Education, Field Trips, Handicapped Children, Higher Education, Instructional Materials, Learning Activities, Natural Resources, \*Outdoor Education, Program Descriptions, Program Development, Resource Guides, Science Activities, Science Education, Subject Index Terms, Teaching Guides, Urban Education

A supplement to six previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in outdoor education. Part I contains 47 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1976 issue through the December 1976 issue. Part II includes 69 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from the January 1976 issue through the December 1976 issue. In addition to outdoor education, the citations cover such topics as camping, conservation education, curriculum development, discovery learning, ecology, educational philosophy, elementary school science, environmental education, field trips, facilities, handicapped children, land use, learning activities, natural resources, nature centers, oceanology, program development, resident camp programs, science activities, teacher education, and urban environment and education. Types of materials cited include curriculum guides, research reports, resource guides, instructional materials, program descriptions, and teaching guides. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of outdoor education. Ordering information and a list of the 16 ERIC clearinghouses are included. (NQ)

ED 136 972

Sauer, Carl

Man in Nature. America Before the Days of the White Man -- A First Book in Geography.

Turtle Island Foundation, Berkeley, Calif.

Pub Date 75

Note—253p.

Available from—Turtle Island Foundation, 2845 Buena Vista Way, Berkeley, California 94708 (\$7.95 paper cover; \$15.00 cloth)

Document Not Available from EDRS.

Descriptors—\*American History, \*American Indians, Area Studies, Cultural Awareness, \*Cultural Background, Cultural Factors, Elementary Education, Environmental Influences, Geographic Regions, Geography, \*Human Geography, Land Settlement, \*Life Style, Maps, Social History, \*Tribes, United States History, Western Civilization

Identifiers—Mexico, \*North America, United States

Written to provide a view of the American landscape as it was before the European colonization, this book consists of 14 units which provide portraits of the American Indian tribes who occupied the land, on a bio-regional basis. The units are about the: basket makers of California, gatherers of desert and mountain, fishers of the streams, boat people of the Northwest Coast, hunters of the Arctic Coast, hunters of the Northern Forest, hunters of the Great Plains, prairie hunters and farmers, people of the pine and maple woods, farmers and hunters of the Eastern Woodland (northern and southern parts), farmers of the Tropical Forest, farmers and town builders of Mexico and Central America, and Pueblo people and their neighbors (the American Southwest and North Mexico). These units cover: the land, water, weather, and wild life of the area; the ecological balances that these cultures tended to provide; how and where the Indians lived; how man grew more civilized by learning more skill in the use of nature; and the things the Indians taught the white people. At the end of each unit are some questions covering the unit's most important ideas. Nine maps of the United States and North America showing their land, water, yearly rainfall, and vegetation are included. (NQ)

ED 136 973

Leadley, Samuel M.

Health Education Needs: A Survey of Rural Adults in Juniata County, Pennsylvania, 1975. An Interim Report. Rural Health Staff Papers - Paper Number 4.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 75

Note—20p.; Related documents include RC 009 745-751

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, Age, \*Attitudes, Beliefs, Body Weight, Diseases, \*Educational Needs, \*Health, Health Services, Identification, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Farm Residents Identifiers—Cancer, Heart Disease, \*Pennsylvania (Juniata County)

In June 1975, 62 men and 64 women living on commercial farms in Juniata County, Pennsylvania were interviewed regarding their behaviors, beliefs, and attitudes related to preventing cancer and coronary heart disease. Respondents represented about 22% of all adults living on commercial farms in the county. A commercial farm was defined as one that either sold \$10,000 or more produce per year or the operator worked more than half time on the farm. During a face-to-face interview setting, each respondent was asked 137 questions pertaining to: the seriousness and susceptibility of the disease, early detection, their knowledge about the disease, high blood pressure, overweight, and medical services. Each person rated eight selected diseases as to their seriousness and susceptibility. Findings included: cancer was perceived to be the most serious of all eight illnesses with heart disease ranking second; 1/3 of the respondents perceived themselves as either likely or very likely to have heart disease; 30% believed themselves likely to have cancer; all but 5 of the respondents strongly agreed that many types of cancer detected in the early stages could be cured; and 99% of the respondents felt that high blood pressure could be reduced and

RC 009 743

were aware of 1 or more ways in which this could be accomplished. (NQ)

ED 136 974

Leadley, Samuel M.

Health Education Needs: A Survey of Rural Adults in Fulton County, Pennsylvania, 1975. An Interim Report. Rural Health Staff Papers - Paper Number 5.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 75

Note—19p.; Related documents include RC 009 745-751

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, Age, \*Attitudes, Body Weight, Diseases, \*Educational Needs, \*Health, Health Services, Identification, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Farm Residents Identifiers—Cancer, Heart Disease, \*Pennsylvania (Fulton County)

In June 1975, 47 men and 43 women living on commercial farms in Fulton County, Pennsylvania were interviewed regarding their behaviors, beliefs, and attitudes related to preventing cancer and coronary heart disease. Respondents represented about 39% of all adults living on commercial farms in the county. A commercial farm was defined as one that either sold \$10,000 or more produce per year or the operator worked more than half time on the farm. During a face-to-face interview setting, each respondent was asked 137 questions pertaining to: the seriousness and susceptibility of the disease, early detection, their knowledge about the disease, high blood pressure, overweight, and medical services. Each person rated eight selected diseases regarding their seriousness and susceptibility. Findings included: cancer was perceived to be the most serious of all eight illnesses with heart disease ranking second; 35% perceived themselves as either likely or very likely to have heart disease; 24% believed themselves likely to have cancer; all the respondents strongly agreed that many types of cancer detected in the early stages could be cured; 2 out of 5 persons could name either 2, 1 or none of the 7 cancer signs; and 99% felt that high blood pressure could be reduced and were aware of 1 or more ways in which this could be accomplished. (NQ)

ED 136 975

Leadley, Samuel M.

Health Education Needs: A Survey of Rural Adults in Northumberland County, Pennsylvania, 1975. An Interim Report. Rural Health Staff Papers - Paper Number 6.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 75

Note—20p.; Related documents include RC 009 745-751

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adults, \*Attitudes, Body Weight, Diseases, \*Educational Needs, \*Health, Identification, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Farm Residents

Identifiers—Cancer, Heart Disease, \*Pennsylvania (Northumberland County)

In June 1975, 53 men and 56 women living on commercial farms in Northumberland County, Pennsylvania were interviewed regarding their behaviors, beliefs, and attitudes related to preventing cancer and coronary heart disease. Respondents represented about 23% of all adults living on commercial farms in the county. A commercial farm was defined as one that either sold \$10,000 or more produce per year or the operator worked more than half time on the farm. During a face-to-face interview setting, each respondent was asked 137 questions pertaining to: the seriousness and susceptibility of the disease, early detection, their knowledge about the disease, high blood pressure, overweight, and medical services. Each person rated eight selected diseases as to their seriousness and susceptibility. Findings included: 92% felt that cancer and heart disease were serious or extremely serious; of the 109 persons, only 1 disagreed that many types of cancer detected in the early stages could be cured; 1 person out of 3 could name either 1 or none of the 7 cancer signs; associated with the frequency of occurrence of heart disease were factors such

RC 009 746

as high blood pressure, overweight, and lack of regular physical exercise; 84% had had their blood pressure checked while visiting a doctor; and 1 out of 4 persons felt that dietary regulation was difficult. (NQ)

**ED 136 976** RC 009 748

Leadley, Samuel M. Taranto, Angelo A.  
Health Education Needs: A Survey of Rural Adults in Butler County, Pennsylvania, 1975. An Interim Report. Rural Health Staff Papers - Paper Number 7.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 75

Note—20p.; Related documents include RC 009 745-751

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adults, \*Attitudes, Dietetics, Diseases, \*Educational Needs, \*Health, Health Personnel, Identification, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Farm Residents, \*Rural Population

Identifiers—Cancer, Heart Disease, \*Pennsylvania (Butler County)

In July and August 1975, 17 men and 63 women living in rural areas in Butler County, Pennsylvania were interviewed as to their behaviors, beliefs, and attitudes related to preventing cancer and coronary heart disease. Respondents represented about 12% of all adults living on commercial farms and 5% of all rural nonfarm adults in the county. A commercial farm was one that "either sold \$10,000 or more produce per year or the operator worked more than half time on the farm". During the interview, each respondent was asked 167 questions pertaining to: the seriousness and susceptibility of the disease, early detection, their knowledge about the disease, high blood pressure, dietary and weight control practices, and medical services. Each person rated eight selected diseases as to their seriousness and susceptibility. Findings included: cancer, heart disease, glaucoma, and emphysema were perceived to be serious, with cancer being the most serious; 27% felt they were likely to have heart disease; 30% believed themselves likely to have cancer; 3 out of 10 persons could name either 1 or none of the 7 cancer signs; 1/3 of the farm men and women reported never or only occasionally consciously observing dietary rules; and 92% indicated a willingness to consider treatment by allied health personnel. (NQ)

**ED 136 977** RC 009 749

Leadley, Samuel M. Taranto, Angelo A.

Health Education Needs: A Survey of Rural Adults in Armstrong County, Pennsylvania, 1975. An Interim Report. Rural Health Staff Papers - Paper Number 8.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 75

Note—20p.; Related documents include RC 009 745-751

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adults, \*Attitudes, Dietetics, Diseases, \*Educational Needs, \*Health, Identification, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Farm Residents, \*Rural Population

Identifiers—Cancer, Heart Disease, \*Pennsylvania (Armstrong County)

In July and August 1975, 138 rural residents of Armstrong County, Pennsylvania were interviewed as to their behaviors, beliefs, and attitudes regarding the prevention of cancer and coronary heart disease. Respondents were selected by interviewing an adult living on a commercial farm (a farm that either sold \$10,000 or more produce per year or the operator worked more than half time on the farm), and then interviewing an adult in the rural nonfarm residence closest to that commercial farm. Interviews were conducted with 71 farm residents and 67 nonfarm residents. Each respondent was asked 167 questions pertaining to: the seriousness and susceptibility of the disease, early detection, their knowledge about the disease, high blood pressure, diet and weight control practices, and medical services. Each person rated eight selected diseases as to their seriousness and susceptibility. Findings included: cancer was felt to be the most serious illness with

heart disease ranking second; 29% felt they were likely to have heart disease; 27% perceived themselves as likely to have cancer; 35% could name either 1 or none of the 7 cancer signs; 87% had had their blood pressure checked within the past 18 months; and 66% felt that it was easy to get an appointment with a doctor for a complete physical examination. (NQ)

**ED 136 978** RC 009 750

Taranto, Angelo A. Leadley, Samuel M.

Preventive Health Education Needs: A Survey of Adults in Elkland Borough, Tioga County, Pennsylvania, 1976. Rural Health Staff Papers - Paper Number 10.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 76

Note—20p.; Related documents include RC 009 745-751

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adults, \*Attitudes, Dietetics, Diseases, \*Educational Needs, \*Health, Health Personnel, Identification, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Population

Identifiers—Cancer, Heart Disease, \*Pennsylvania (Elkland)

From a population of 117 adult residents of Elkland Borough formerly interviewed in August 1974, 72 cases were chosen. Of these, 57 persons (43 women and 14 men) were reinterviewed in March 1976 as to their behaviors, beliefs, and attitudes related to preventing cancer and coronary heart disease. The age and sex of those interviewed were compared to those of the actual population as reported in the 1970 population census. The age ratio of the sample was found to be very similar to that of the actual population. Each respondent was asked 117 questions pertaining to: the seriousness and susceptibility of the disease, early detection, their knowledge about the disease, high blood pressure, dietary and weight control practices, regular health maintenance practices, and medical services. Each person rated five selected diseases regarding their seriousness and susceptibility. Findings included: 76% regarded cancer and 81% regarded heart disease as serious enough to require changes in their present life; 25% felt they were likely to have heart disease; 36% believed they were likely to have cancer; 21% of those interviewed in 1976 could name 1 or none of the 7 cancer signs as compared to 29% in 1974; 54% of the women and 14% of the men reported never or occasionally observing dietary rules; and 41 persons named exercise and/or dieting as preventive health measures that they practiced. (NQ)

**ED 136 979** RC 009 751

Osgood, Mary H.

Health Needs Survey: Indiana County, Pennsylvania, Summer 1975. Rural Health Staff Papers - Paper No. 12.

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.

Pub Date Sep 76

Note—17p.; Related documents include RC 009 745-751

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adults, \*Attitudes, Financial Support, \*Health Needs, Health Personnel, Health Services, Intervention, Medical Services, Physical Health, \*Prevention, Preventive Medicine, \*Rural Population

Identifiers—\*Pennsylvania (Indiana County)

In July and August 1975, face-to-face interviews were conducted with 347 adults living in Indiana County, Pennsylvania to gather information on the health services needed, physician extenders (i.e., nurse practitioners and physician's assistants), adequate health care for everyone, and regular health habits of the population. The sample included 114 adults from the northern part of the county, 114 from the central area, and 119 from the southern region. After the results were compiled, statistical weightings were given to the different regions, which had been sampled at different rates, to make the results representative of the county as a whole. Findings included: 87% of the people felt that the availability of doctors was in need of improvement for Indiana County; availability of doctors was especially of concern in the more rural northern and southern regions; 86% indicated that they had a

family doctor; of the 14% who did not have a family doctor, most said no doctor was available in the area or that one was not needed; 74% stated that they would usually or always be willing to accept help from a physician extender working under the direct supervision of a doctor; 67% reported that they regularly did things to stay healthy; 25% rated their health as very good, 45% as good, 22% as average, and 8% as not so good or poor; and regular exercising was the most often mentioned health activity. (NQ)

**ED 136 980** RC 009 752

Taylor, Lorne, J. Skanes, Graham R.

The Effects of Sesame Street in Isolated Communities.

Pub Date 8 Apr 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Achievement Gains, Age, \*Children Television, Cognitive Development, \*Disadvantaged Youth, Educational Television, \*Primary Education, \*Program Effectiveness, \*Rural Areas, Sex Differences

Identifiers—\*Newfoundland (Labrador), \*Sesame Street

Originally designed for inner city children, ages 3-5 years, "Sesame Street" was designed to increase knowledge in the areas of: symbolic representation (pre-reading skills), cognitive organization which entails relational concepts, reasoning and problem solving, and the child and his world. This study examined the effects of the program on 5, 6, and 7-year-old children living in isolated communities on the coast of Labrador. Since these children functioned cognitively 1-2 years below their chronological age when compared to urban middle-class children, focus was placed on whether the program could be a valuable learning device for children older than those for which it was designed and who were functioning below average for their ages. Over a three year period, children in grades K-2 were administered the Wechsler Preschool and Primary Scale of Intelligence, Peabody Picture Vocabulary Test, Illinois Test of Psycholinguistic Abilities, and Criterion Reference Tests. The results showed that though there was an initial gain by those viewing the program, by the end of the second year all groups were functioning at an equal level. Suggestions are made for continued enrichment throughout elementary school rather than a short-term program. (NQ)

**ED 136 981** RC 009 753

McKellar, Peter

The Development of an Analytical Community Typology for Rural Canadian Communities as a Basis for Institutional Program Planning.

Pub Date Aug 76

Note—16p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Church Programs, \*Community, Community Characteristics, \*Community Influence, Community Role, Developing Nations, Foreign Countries, Interaction, Policy Formation, Population Trends, \*Program Planning, \*Rural Areas, \*Social Environment, \*Typology

Identifiers—\*Canada, World Congress of Rural Sociology (4th)

In producing programs and establishing policy criteria for the institutional church in rural Canada, planners must deal with community groups or types in order to maximize the transferability of programs and policies. This paper discusses a two-dimensional typology (social context and social position) based on the belief that there is a real interaction between the community, its institutions, and its environment. When the social context dimension is applied to rural Canada, five community types are identified: rural town or village, ex-rural town or village, rural neighbourhood, ex-rural neighbourhood, and resource development towns. The three "social positions" are: dominant, subordinate, and exclusive. Most people experience the church as part of their social context. They attend, support, benefit from, and are enriched by the church in that context. But, the acceptance of a given program, its success across Canada, even within a type of rural community, such as in rural villages, also depends upon the community's social posi-

tion. If a dominant village tries and approves a program, other villages in the area will accept it readily. Yet, if an exclusive community accepts a program early in its life other communities nearby will reject it at once as irrelevant to their situation. Therefore, it is crucial to describe and define the communities. (NQ)

ED 136 982

RC 009 757

Ruiz, Manuel, Jr.  
Mexican American Legal Heritage in the Southwest. Second Edition, 1974.

Pub Date 74

Note—88p.

Available from—Manuel Ruiz, Jr., Financial Center Building, Suite 602, Los Angeles, California 90014 (\$4.50 plus postage and handling)

Document Not Available from EDRS.

Descriptors—Civil Liberties, Civil Rights, \*Constitutional History, \*Cultural Background, Cultural Exchange, Culture Conflict, Human Relations, \*Laws, \*Mexican American History, \*State Legislation, United States History, Water Resources

Identifiers—\*Mexico, \*United States (Southwest) By 1920, 72 years after the Treaty of Guadalupe Hidalgo brought hostilities between Mexico and the United States to an end, Mexican American exclusion from virtually every area of participation in the mainstream of American life had become institutionalized. With two cultures in conflict and new political power at stake, a series of legal actions had taken place which to this day affect the Mexican American. Thus, the legal history of the Southwest has enormous significance today. Presenting insights into the past, this book briefly discusses the extent to which the laws of the prior sovereign, Mexico, became or were incorporated into the laws of the Southwestern states. Topics covered are: the context and arrangement of California Codes, Mexican civil and municipal laws, Mexican county jurisdiction, water rights laws, community property laws, the cow-town marshal as a Mexican institution, Texas constitutions, education in Texas, Texas Common Law adoption, Mexican legal influence on mining laws, land titles in New Mexico, Spanish language use in legal proceedings and in schools, the admission of Mexican Americans to citizenship, and Mexican civil and human rights procedures. (NQ)

ED 136 983

RC 009 761

Phitiadis, John D. And Others

From Respectable Poor Families to a Culture of Rural Poverty.

Pub Date 29 Aug 76

Note—15p.; Paper presented at the Annual Meeting of the Rural Sociological Society (New York, New York, August 29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior, Comparative Analysis, \*Cultural Context, \*Economically Disadvantaged, Family (Sociological Unit), National Norms, \*Rural Areas, \*Social Change, \*Social Systems, Values

Identifiers—\*Appalachia

The rural Appalachian community of a few decades ago functioned as a relatively autonomous social, economic, educational, and recreational unit. It was a producing and consuming unit that provided a setting for interaction patterns that led to the building of the family social structure, which, in certain respects, contained rigid and well-defined patterns of authority and division of labor. Factors that contributed to the nature of the family structure were the isolation and cohesiveness of the rural community, similarity in organization of the various families, and a value orientation which strongly supported family and community organization. In recent years, the rapid improvements in means of mass communication/transportation, the availability of employment opportunities in urban centers, and improved education have affected the isolation of Appalachia and its relationship with the larger society. Interaction and communication with the larger society have contributed to the breakdown of family autonomy, wherein the rural referent has become a negative one. For some Appalachian families, however, a lack of means and cultural pluralism have produced a discord and deviance which manifests itself in extremes of non-conventionalism or traditionalism—behavior born of certain fears and the inability to compete in the mainstream, which, when reinforced by local interaction constitutes a culture of poverty. (JC)

ED 136 984

RC 009 762

Lopez, Ronald W. And Others

Chicanos in Higher Education: Status and Issues.

Chicano Studies Center Publication, Monograph No. 7.

California Univ., Los Angeles. Chicano Studies Center.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 76

Note—220p.; Prepared as a resource document for the Symposium on the Status of Chicanos in Higher Education (Los Angeles, California, May 1975)

Available from—Chicano Studies Center-Publications, 405 Hilgard Avenue, Los Angeles, California 90024 (\$10.00) payable to the University of California Regents

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Freshmen, \*College Students, Declining Enrollment, Dental Schools, \*Educational Problems, Educational Status Comparison, Educational Trends, \*Enrollment, Enrollment Trends, Ethnic Distribution, Graduate Students, \*Higher Education, Law Schools, Literature Reviews, Medical Schools, \*Mexican Americans, National Norms, \*Professional Education, Puerto Ricans, Racial Distribution, Undergraduate Students

Identifiers—\*Chicanos, Spanish Surnamed

Compiled to provide a national picture of Chicanos in higher education, this report provides a profile of Chicanos in higher education, with emphasis on enrollment patterns. Based on census and Office of Civil Rights data, the data are mainly for 1970, although information for other years both before and after 1970 is also included. Information pertains to: the response of higher education to Chicanos; Chicano representation in higher education; issues facing Chicanos in higher education (access, retention and attrition, faculty, administration, funding, instruction and curriculum, Chicano Studies, research, and survival); the eligible population; undergraduate and graduate enrollment; enrollment by fields of study; and brief case studies of select institutions. The data indicates that Chicanos are under-represented at all levels of higher education. The proportional representation of Spanish-surnamed people declines the higher the level of education. Relatively higher percentages of Chicano enrollment are found in Arizona, California, Colorado, New Mexico, and Texas which have the highest percentages of Chicanos in the general population. High percentages of Spanish-surnamed people are also found in the educational institutions of Florida and New York where the Cuban and Puerto Rican populations respectively are concentrated. These 7 states accounted for 83% and 80% of all Spanish-surnamed enrollment in higher education in 1970 and 1972 respectively. (NQ)

ED 136 985

RC 009 763

Kwan, Yui-Huen Bertrand, Alvin L.

Residence as a Factor in Longevity: A Study of Louisianians.

Pub Date Feb 77

Note—14p.; Paper presented at the Southern Association of Agricultural Scientists Meeting (Atlanta, Georgia, February 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Blacks, Caucasians, \*Death, Longitudinal Studies, \*Marital Status, \*Racial Differences, \*Rural Urban Differences, \*Sex Differences

Identifiers—\*Longevity, Louisiana, \*Place of Residence

In order to test the hypothesis that the longevity of aged persons differs according to residence and by sex, race, and marital status, data from every third year between 1962 and 1974 in the Louisiana State Bureau of Vital Statistics were examined. Criteria for population inclusion were: people over 65 years of age; Louisiana residents at time of death; and death not due to external violence. Altogether, 14,420 deaths of persons over 65 were recorded in 1962; 15,528 in 1965; 16,207 in 1968; 16,018 in 1971; and 16,893 in 1974. Findings indicated: rural females were the most long lived; urban males had the shortest lifespan; urban blacks had the shortest lifespan in 1962 and 1965 and rural whites had the longest lifespan; urban blacks had the shortest lifespan in 1968, 1971, and 1974 and urban whites had the longest life expectancy; urban married persons in 1962, 1965, and 1968 had the shortest lifespan;

rural once married had the longest life expectancy; rural married persons had the shortest lifespan in 1974 and rural once married had the longest lifespan; residence had a more pronounced effect on longevity in 1962, 1965, and 1968; in recent years (1971 and 1974), longevity had not been affected as greatly by residence. (JC)

ED 136 986

RC 009 764

Kwan, Yui-Huen Bertrand, Alvin L.

Longevity Trends in the Older Population of Louisiana with Residence Comparisons.

Pub Date Apr 77

Note—21p.; Paper presented at the Southwestern Sociological Association Meeting (Dallas, Texas, April 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Age Differences, \*Comparative Analysis, \*Death, \*Longitudinal Studies, \*Rural Urban Differences  
Identifiers—\*Longevity, Louisiana, \*Place of Residence

Utilizing Louisiana State Bureau of Vital Statistics and U.S. Census data, longevity trends with residence comparisons were examined for all persons 65 or over who died between 1962 and 1974, who were Louisiana residents at the time of death, and whose death was not due to external violence. Every third year in the 12 year period was arbitrarily selected as a sample year. Altogether, 14,420 deaths of persons over 65 were recorded in 1962; 15,528 in 1965; 16,207 in 1968; 16,018 in 1971; and 16,893 in 1974. The Comparative Mortality Index (CMI), the General Index of Longevity (GIL), and the Level of Longevity of the Elderly (LLE) were constructed for analytical purposes. The findings were: the CMI indicated that for Louisiana aged as a group and for urban Louisiana aged, mortality rates decreased during the period 1962-74; for the rural Louisiana aged the CMI showed a decreasing pattern from 1962 to 1971 with a slight increase between 1971-74; the GIL definitely showed that Louisianians were living longer and that rural Louisianians had a substantial longevity advantage between 1962-74 over urban Louisianians; the LLE showed an increase in longevity for Louisianians over 60 years old as a whole and especially for rural Louisianians, while urban Louisianians over 60 were surviving at a decreasing rate, according to their LLE. (JC)

ED 136 987

32

RC 009 765

Aberdeen Area Final Evaluation Report, ESEA Title I Projects, Fiscal Year 1976.

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 76

Note—155p.; For related document, see ED 107 414

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Academic Achievement, Administration, \*American Indians, Facilities, Federal Programs, Graphs, Language Arts, Mathematics, \*Program Costs, \*Program Evaluation, Reading, Services, Special Education, Synthesis, \*Tables (Data)

Identifiers—\*Bureau of Indian Affairs (Aberdeen Area), \*Elementary Secondary Education Act Title I, ESEA Title I

The final evaluation report on the 37 Elementary Secondary Education Act (ESEA) Title I projects in the Bureau of Indian Affairs (BIA) Aberdeen Area, this report presents graphic and tabular descriptions for each of the 37 projects re: (1) Title I expenditures (graphic display of expenditures for reading, math, language, administration, area technical assistance, facilities, contributions to Follow Through and Early Childhood, general academic, special education, and supportive services); (2) achievement gains for Title I students (gains for reading, math, and language by academic year and months and by test name); (3) 1976 Title I evaluation summaries (project location, project title, name of contractor, approximate per pupil cost, LEA representative, academic activities, supportive activities, grade levels and number of students in activities, content of academic activities, personnel, and ongoing analysis). Among the general findings reported here are: total expenditures for 1976 were \$3,781,692; 92% of the projects are contracted and administered by tribes or American Indian



school boards; most of the projects are showing student gains of a year for a year in school; 65% of the math programs show gains of more than a year for a year; 35% of the reading programs show gains of more than a year; and 45% of the language programs show gains of more than a year. (JC)

ED 136 988 RC 009 766

Unger, Steven, Ed.  
The Destruction of American Indian Families.  
Association on American Indian Affairs, Inc.,  
New York, N.Y.  
Pub Date 77  
Note—90p.

Available from—Association on American Indian Affairs, Inc., 432 Park Avenue South, New York, New York 10016 (\$3.50)  
Document Not Available from EDRS.

Descriptors—Action Programs (Community), \*American Indians, Books, \*Child Welfare, Costs, \*Essays, \*Family (Sociological Unit), Federal Government, \*History, Innovation, Laws, Parent Child Relationship, Program Development, Tribes

Responding to the need for a comprehensive source of information regarding the separation of American Indian children from their families, this book presents essays which: examine the Indian child-welfare crisis in contemporary, legal, and historical perspectives; document the human cost of the crisis to Indian parents, children, and communities; and report on innovative programs designed and implemented by the Indian tribes themselves. Specifically, this book includes the following sections and essay titles: (1) Contemporary Overviews ("The Destruction of American Indian Families" and "The Role of the Federal Government: A Congressional View"); (2) Historical Perspectives ("The Effects of Boarding Schools on Indian Family Life: 1928" and "Kid Catching" on the Navajo Reservation: 1920"); (3) The Human Cost ("The Drunken Indian: Myths and Realities"; "The Wasted Strengths of Indian Families"; "The Human Cost of Removing Indian Children from Their Families"; "Child-Welfare Services to Indian People in the Albuquerque Area"; "Indian Child Welfare in Oregon"; "The Ravage of Indian Families in Crisis"; "The Question of Best Interest"; and "The Placement of American Indian Children—The Need for Change"); (4) A Legal Perspective ("Parent and Child Relationships in Law and in Navajo Custom"); (5) Tribal Actions ("Indian Children and Tribal Group Homes: New Interpretations of the Whimper Man" and "Tribal Resolutions"). (JC)

ED 136 989 RC 009 767

Indian Child Welfare: A State-of-the-Field Study.  
Summary of Findings and Discussion of Policy Implications.

Office of Child Development (DHEW), Washington, D.C.  
Report No.—DHEW-OHD-76-30096  
Pub Date 76  
Contract—100-75-0177  
Note—53p.

Available from—Denver Research Institute, University of Denver, 2142 South High, Denver, Colorado 80208

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Accountability, Adopted Children, Advisory Committees, Agency Role, \*American Indians, Boarding Schools, \*Child Welfare, Community Involvement, Cultural Background, \*Federal Government, Federal Legislation, Financial Support, Foster Children, \*Needs Assessment, Placement, Policy Formation, \*Social Services, Surveys, Tribes  
Identifiers—Bureau of Indian Affairs

The present state of American Indian child welfare was investigated via: a review of published and unpublished literature; an analysis of legislation, regulations, and other documents dealing with Federal and State Indian child welfare; field interviews at 19 sites; case studies of programs; and a mail survey focusing on graduate social work programs. Major barriers to the full provision of Indian child welfare services were identified as failure to: understand tribal cultures; recognize the special legal and cultural factors that arise in providing services to Indians; involve Indians in child welfare matters as foster and adoptive parents, as administrators and staff, or as advisory board members; foster programs operated by tribal governments. Major recom-

mendations were: the Federal government should support the operation of child welfare programs by tribal governments and Indian organizations (capacity building activities, tribal courts/codes, and direct or state-Federal-tribal funding); adoptive and foster care placements of Indian children should include increased involvement by tribal governments and Indian-run agencies and increased efforts to place children in Indian homes; child welfare services should respect and consider the cultural background of both the child and parent; more preventive and supportive services are needed; and the Bureau of Indian Affairs' boarding schools need to include more child welfare services. (JC)

ED 136 990 RC 009 768

The Indian Education Act: Reformation in Progress.

Office of Education (DHEW), Washington, D.C.  
Office of Indian Education.  
Report No.—DHEW-OE-76-02403  
Pub Date 76  
Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01544-7, \$0.35)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American Indians, Definitions, \*Educational Legislation, \*Educational Objectives, \*Federal Legislation, Futures (of Society), \*Program Descriptions, Self Actualization

Identifiers—\*Indian Education Act

Presenting information on the Indian Education Act (IEA), this brief pamphlet includes: (1) statistics documenting the educational problems afflicting the American Indian (e.g., an average educational level of 8.4 years for all Indians); (2) the unique educational needs of the Indian (e.g., rural isolation, urban assimilation, termination of tribal governments, cultural differences, etc.); (3) accomplishments under IEA (e.g., national concern, communication links between parents and schools, improved attitudes toward education by parents and students, interagency interaction, etc.); (4) future objectives (create an educational system that will have a capacity for change, identify problems which are of local and national scope, and provide leadership for their solution); (5) recommendations (greater IEA information dissemination; program consolidation; early childhood programs; encouragement of pride in cultural heritage; provision for student clothing, school supplies, etc.; production of American Indian instructional materials; Indian run recreation, health, education, and on-the-job training programs; and national commitment to construction needs); (6) IEA priorities (Part A designed to meet the unique needs of Indian children in public and Indian controlled schools; Part B authorizes use of discretionary grants for work with Indian agencies on special projects; Part C helps Indian tribes, organizations, etc. plan, demonstrate, and operate educational programs). (JC)

ED 136 991 RC 009 769

Payne, Carol D. Dunkelberger, John E.

Attraction of Youth to the Professions: The Process of Goal Identification.

Alabama Agricultural Experiment Station, Auburn; Auburn Univ., Ala. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—ALA-AES-H-327; USDA(CSRS)-S-81  
Pub Date Feb 77

Note—13p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (Atlanta, Georgia, February 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Blacks, \*Career Choice, Caucasians, Education, Health Occupations, High School Students, Occupational Aspiration, \*Professional Occupations, \*Racial Differences, Rural Areas, \*Rural Urban Differences, Seniors, \*Sex Differences, \*Student Attitudes

Identifiers—\*Alabama, Place of Residence

In order to ascertain whether distinctive patterns of selectivity exist among young aspirants to professional careers in education and health studies, data from a survey of high school seniors (N=1,500) in four northeast and two southeast

Alabama counties and from three selected urban high schools adjacent to the northeast counties were examined. The variables employed were: race (white and black), sex, place of residence (city, town, country, and farm), and academic performance. Respondents were asked to identify both career choice and rationale for career choice. Findings indicated: the only major source of career selectivity existed along sex lines; there was little support for the contention that education represents a more easily attainable point of entry into the professions for black, rural, and less academically successful youth than the health situs; youth aspiring to education careers were more motivated by humanitarian considerations than those aspiring to the health professions; when sex was held constant, several distinctive attitudinal differences were observed between youth aspiring to careers in education and health. Since these data failed to consistently show any extensive selectivity of youth aspiring to professional careers, it was suggested that perhaps these considerations were not as meaningful at the level of aspiration as they might have been at the level of expectation. (JC)

ED 136 992 RC 009 770

Gilbert, Elmira O. And Others

Intensity of Aspirations in Adult Households and Its Relation to Household Status Attainment.

Alabama Agricultural Experiment Station, Auburn; Auburn Univ., Ala. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—ALA-AES-H-316; USDA(CSRS)-S-79

Pub Date Feb 77

Note—17p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (Atlanta, Georgia, February 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adults, \*Aspiration, \*Economically Disadvantaged, Family Income, Females, Followup Studies, Heads of Households, Housewives, Males, Occupations, \*Research Methodology, \*Rural Areas, \*Sex Differences, Social Relations, Southern States

In an effort to construct a quantitative aspiration measure for adults, a hypothetical situation with job related conditions was presented to a stratified sample of 21 counties in 5 southern states randomly selected from a 7-state regional sample of low-income county household heads and homemakers in 1960. Resulting data were tested for scalability, and two independent Guttman scales were constructed. The household head scale consisted of seven conditions and the homemaker scale of six conditions. A restudy of the same 21 counties was conducted in 1972 with the objective of determining changes which had occurred in counties classified as low-income in 1960 (no effort was made to contact the same households, but 190 of the same households were interviewed again). Three social and economic factors describing household status attainment (occupation of household head, family income, and social participation) were considered in terms of differentiated aspiration levels. Findings indicated use of a hypothetical goal situation to measure the aspirations of adult females was valid; however, it was concluded that aspiration projected by the homemaker for her husband was a less appropriate procedure in the context of the 1970's than it was in the 1960's. (JC)

ED 136 993 RC 009 771

Nee, Kay Bonner

Powhatan, The Story of an American Indian.

Pub Date 77

Note—60p.

Available from—Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415 (\$5.95)

Document Not Available from EDRS.

Descriptors—American History, American Indian Culture, \*American Indians, \*Biographies, Caucasians, \*Colonial History (United States), Cultural Differences, Grade 5, \*Leadership, Peace

Identifiers—\*Algonquins, \*Powhatan, Virginia (Jamestown)

Written for students in grades five and up, this biography focuses upon the later years of the Algonquin chief, Powhatan, and his efforts to achieve peace with the Jamestown, Virginia colonists around 1607. As the chief ruling over

32 separate tribes in the Powhatan Confederacy. Powhatan's dedication to peace is described in terms of the sacrifice of his favorite daughter, Pocahontas, in marriage to the Englishman, Thomas Rolfe. The biography concludes with the death of Pocahontas in England and Powhatan's death shortly thereafter. (JC)

**ED 136 994** RC 009 772

McDonald, David R.  
Native American Fishing/Hunting Rights: An Annotated Bibliography.

Pub Date 77  
Note—21p.  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.  
Descriptors—\*American Indians, \*Annotated Bibliographies, \*Court Litigation, \*Land Use, Treaties, \*Wildlife Management  
Identifiers—\*Fishing Rights, \*Hunting Rights

An attempt to provide ready access to publications dealing with the controversy over American Indian fishing and hunting rights, this annotated bibliography includes 37 citations (law journals, books, government documents, and other publications excluding newspapers and court cases). The earliest citation is a 1915 speech to the Washington Legislature defending the fishing/hunting rights of the Native Americans of Tulalip Agency, and the most recent citations are 1975 citations. (JC)

**ED 136 995** RC 009 773

Adams, John F. And Others  
Labor Markets in the Rural South: A Study Based on Four Rural Southern Counties.

Georgia State Univ., Atlanta. Center for Insurance Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Mar 77  
Grant—DLMA-51-13-72-10

Note—574p.  
Available from—National Technical Information Service, Springfield, Virginia 22151 (\$6.00)

**EDRS Price MF-\$1.00 HC-\$3.03 Plus Postage.**

Descriptors—Agriculture, Black Employment, Economically Disadvantaged, \*Economic Development, Economic Disadvantage, Economic Research, Educational Needs, Employment, Fringe Benefits, Government Employees, \*Human Capital, Income, Industrial Training, Job Training, Labor Force Nonparticipants, \*Labor Market, Manpower Development, Manpower Needs, Manpower Utilization, Mexican Americans, Migrants, Migration, Policy, Racial Discrimination, \*Rural Areas, Rural Economics, Rural Population, Sex Discrimination, Social Welfare, \*Socioeconomic Status, \*Southern States, Statistical Data, Surveys, Unemployment, Unskilled Workers, Wages, Welfare Services  
Identifiers—Georgia (Dodge County), Louisiana (Natchitoches Parish), Mississippi (Sunflower County), Texas (Starr County)

Focusing on the factors inhibiting the labor market's adjustment to economic change, the study examined the economic and social problems facing southern rural areas and populations, including Chicanos and migrants. Factors were in the areas of the labor market behavior, income and earnings, poverty, welfare system and welfare reform, manpower development and training, economic development, and the community's social and political environments. Data were derived from: an extensive survey of households which obtained economic, social, demographic, and behavioral information; and a survey of county institutions which obtained specific information concerning business activities and the community's economic and social structure and organization. Surveys were conducted in Dodge County, Georgia; Natchitoches Parish, Louisiana; Starr County, Texas; and Sunflower County, Mississippi. Major conclusions were: a substantial portion of the rural southern population was unable to obtain adequate income through work; rural workers were hampered in their income generating efforts by low educational levels, lack of training and of work experience, and health problems; employment discrimination by race and sex was pervasive and one cause of low incomes; and transfer programs had not eliminated poverty and welfare reform would have had significant beneficial impacts on many low income families and the overall economy of the rural South. (NQ)

**ED 136 996** RC 009 774

Torres-Gil, Fernando  
Age, Health and Culture: An Examination of Health Among Spanish-Speaking Elderly.

Pub Date 14 Jan 77

Note—46p.; Paper presented at the Research Utilization Project/The Generation Connection, Texas State Department of Public Welfare Conference (McAllen, Texas, January 14, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Age, Church Role, Cultural Factors, Delivery Systems, Family Influence, Folk Culture, Gerontology, \*Health, Health Facilities, Literature Reviews, Medicine, \*Mental Health, Mexican Americans, \*Older Adults, Prevention, \*Senior Citizens, \*Socioeconomic Influences, \*Spanish Speaking, Transportation  
Identifiers—\*California (Los Angeles), Chicanos, Colorado, Texas (San Antonio)

The study examined the utilization of health care facilities, the barriers to utilization, the need for health services, the coping mechanisms (family, religion, folk medicine, or other vehicles used by older persons to help cope with health problems), and the way in which the different phases (prevention, initial utilization, and maintenance) of the health cycle were affected by cultural and socioeconomic factors. Data were derived from three surveys conducted in Colorado, San Antonio, and East/Northeast Los Angeles. In Colorado, 1,420 persons 55 years and over were personally interviewed in late 1973 and early 1974. The San Antonio survey was conducted in 1973 with interviews of 200 older Chicanos (123 women and 77 men), 55 years and over. The Los Angeles survey, which provides the majority of the data presented in this study, was conducted in 1975 with 179 Mexican Americans 45 years and over. Among the findings were: lack of income and transportation, folk medicine, his culture, the family, and discouraging institutional policies (i.e., geographic location, language barriers, class-bound values, and culture-bound values) were identified as playing a role in the ability of elderly persons to use health care facilities; folk medicine, the family, and the church were used as coping mechanisms to assist the older persons in surviving a health system which tends to exclude him; and most did not seek medical services due to a lack of finances and/or insurance to pay the costs. (NQ)

**ED 136 997** RC 009 775

Clarenbach, Kathryn F.  
Educational Needs of Rural Women and Girls. Report of the National Advisory Council on Women's Educational Programs (January 1977).

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date Jan 77

Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Agency Role, \*Annotated Bibliographies, Child Care, Conference Reports, Counseling, Delivery Systems, \*Educational Needs, Elementary Secondary Education, \*Federal Aid, \*Females, Health Education, Health Services, Needs Assessment, Politics, Preservation, \*Recognition, \*Rural Population, Special Education, Values, Vocational Development

Presenting the results of a series of four consultations conducted by the National Advisory Council on Women's Educational Programs in the Southwest, Midwest, West, and Appalachia to investigate the educational needs of rural females, this report includes the following: (1) Highlights and Recommendations (nine recommendations); (2) Rural Women in Profile (a statistical description); (3) The Needs Defined: A Report of the Consultations (personal growth and recognition, political participation and legal rights, health education and health care, child care and early childhood and special education, counseling and career development, elementary and secondary education, preservation of rural values, an educational delivery system to meet rural needs provision for feedback, replication of successful demonstration projects, and re-thinking rural eligibility criteria); (4) Review of National Programs (Federal agencies and national private sector programs directing or having the potential to direct resources toward the education of rural females); (5) Annotated Bibliography (74 cita-

tions); and (6) Appendices (agenda and participants for the four consultations and members of the Council's Information Resources Committee and consultants to the consultations). Important conclusions cited are: little attention is being directed to rural females by either rural educators/developers or women's education advocates; public statistics with specific rural female categories are virtually non-existent. (JC)

**ED 136 998** RC 009 776

Ward, Mary E.  
A Study of the Effects a Residential Outdoor Education Experience Had on Adults Who Attended a Program in Rockford as Students in 1963 and 1966.

Pub Date 1 Dec 76

Note—49p.; Term report for "Outdoor Teacher Education 555: Introduction to Educational Research in Outdoor Education"

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adults, Attitudes, Elementary Education, Followup Studies, \*Grade 5, Learning Experience, \*Outdoor Education, \*Program Attitudes, \*Program Effectiveness, Questionnaires, \*Resident Camp Programs  
Identifiers—\*Illinois (Rockford)

The study determined whether a residential outdoor education program in Rockford, Illinois provided a long lasting effect on those students who as 5th graders participated in a week long experience in 1963 or 1966. The hypotheses developed were: outdoor educational experiences provide a long lasting effect on those who have had the experience; past outdoor educational experiences provide for awareness of the environment and environmental problems; concepts for outdoor education are of value to outdoor educational programs; and parents who participated in outdoor educational experiences as students feel the experience was worthwhile and would support an outdoor education experience for their children. Data were obtained from: a letter sent to the teacher asking about the program, and attitude questionnaires mailed to 22 participants of the 1963 class and 16 of the 1966 class. Ten of the 22 and 5 of the 16 questionnaires were returned. It was found that the residential outdoor education experience that these adults participated in as children had had a long lasting effect on them. They remembered their experiences, and the activities they participated in. They felt that this experience was good and worthwhile to them, and it would be so to their children. The opportunity to enjoy the outdoors as children may have led to their interest in outdoor activities as adults. (NQ)

**ED 136 999** RC 009 777

Bogie, Donald W.  
The Occupational and Educational Aspirations and Plans of Rural Kentucky High School Seniors. Sociology: RS-50, July 1976. Kentucky Univ., Lexington. Agricultural Experiment Station; Kentucky Univ., Lexington. Dept. of Sociology.

Report No.—RS-50

Pub Date Jul 76

Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Academic Aspiration, Expectation, Geographic Location, High School Students, \*Intelligence Quotient, Migration, \*Occupational Aspiration, \*Rural Youth, Seniors, \*Sex Differences, \*Socioeconomic Status  
Identifiers—\*Kentucky, Regional Differences

Male (N=920) and female (N=915) rural, senior high school students from Eastern Kentucky (N=643), Central Kentucky (N=617), and Western Kentucky (N=575) were surveyed for purposes of exploring: levels of occupational and educational aspirations and expectations, felt certainty of achieving career goals, and migration plans after graduation according to sex and region of residence and the relationship of socioeconomic factors and intelligence test scores to levels of occupational and educational aspirations and expectations. Some findings were: males most often aspired to professional occupations and females to white-collar positions; levels of occupational aspiration were lowest for Eastern Kentucky males and highest for Western Kentucky males; males most often expected to enter manual or farming occupations and females expected to enter white-collar occupations; lowest levels of occupational expectations were for Eastern Kentucky males and highest levels were for

Western Kentucky males; high proportions of both sexes aspired to attend college with greater proportions found in Western Kentucky; about as many males and females expected to as aspired to enter college; high proportions of both sexes expected to leave their counties after graduation; high proportions of both sexes were relatively sure of achieving their career goals; for both sexes, the probability of choosing a high-status occupation or attending college correlated with high socioeconomic status and high IQ. (JC)

ED 137 000 RC 009 778

Wierzbicki, Zbigniew T.

Monographs on the Rural Community in Poland. Pub Date Aug 76

Note—26p.; Paper prepared for the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Case Studies, Classification, \*Community Study, Definitions, Foreign Countries, \*History, \*Literature Reviews, Research Criteria, \*Research Methodology, Sociology, Trend Analysis, Typology  
Identifiers—\*Poland, \*World Congress of Rural Sociology (4th)

Documenting the development of monographs on the rural community in Poland, this paper discusses: (1) development of monographic community studies from the beginning of the 19th century to the contemporary period (ethnographic, socioeconomic, socio-historical, economic, historical-sociological, and sociological monographs); (2) the present state (1956-76) and developmental tendencies of Polish rural monographs (influence of industrialization and technical progress in agriculture, including social and religious change; problems of settlement and acculturation/integration of communities in the Polish Western Territories; diffusion of agricultural innovations; community development; changes in the profile of ethnography wherein it approaches rural sociology in both methodology and subject matter; gradual transition of the Polish monograph from the village community orientation to that of township, county, and region; gradual expansion of research scope; thematic specialization; and interdisciplinary research); (3) methodological problems (typology, identification of problems with particular types of monographs, selection of the village for research, the multi-problem monograph and key problem identification); (4) community study classification (single problem monograph with minimal and/or broad socio-historical background; multi-problems monograph with and/or without a key problem; and total or integral monograph); (5) future projects. (JC)

ED 137 001 RC 009 779

Estroza, Leonardo F.

The Spanish Origin Elderly: A Demographic Survey, 1970-75.

Pub Date 14 Jan 77

Note—22p.; Paper presented at the Research Utilization Project/The Generation Connection, Texas State Department of Public Welfare Conference (McAllen, Texas, January 14, 1977); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, \*Census Figures, Cubans, Family Status, Income, Labor Force, Mexican Americans, \*Older Adults, Population Growth, Puerto Ricans, \*Senior Citizens, \*Socioeconomic Background, \*Spanish Speaking, Statistical Data

Socioeconomic factors related to second class citizenship can not only limit opportunities but also contribute to an acceleration of the aging process. This paper presents baseline data on the socioeconomic plight of the Spanish speaking elderly. Data pertain to: population growth, nativity, family status, education, labor force participation, income, home ownership, mobility, crime victimization, and voting. Data indicate that: although the elderly Spanish origin population has numerically tripled in the last two decades, they represent approximately 3.5% of the total Spanish origin population; the Spanish origin elderly are largely younger elderly; half are of Mexican origin; three-quarters live in the central city of larger metropolitan areas; approximately 10% live with their children; the majority live in husband-wife primary family households; females are more likely to live alone; the Spanish speaking elderly have the second highest illiteracy rate

in the U.S. among racial/ethnic groups; they are less likely than other elderly to be retired; they have extremely high rates of home ownership and are more likely than not to own a home built before 1949; they report low rates of victimization and exhibit high rates of "feeling safe" in their neighborhoods; and they have the highest rates of inter-county mobility, especially among persons 85 years and over. (NQ)

ED 137 002 40 RC 009 780

Moore, Jean J., Comp.

Comprehensive Implementation Processes for Special Education Services in the Bureau of Indian Affairs with Public Law 94-142 Compliances: Conference Proceedings (Albuquerque, New Mexico, November 8-12, 1976).

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 8 Nov 76

Contract—OEC-0-74-7893

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administration, \*Agency Role, \*American Indians, Community Resources, Conference Reports, Confidentiality, Curriculum Development, Equipment, Facilities, \*Federal Legislation, Financial Support, Follow-up Studies, \*Needs Assessment, Placement, Program Evaluation, Resource Materials, \*Resources, \*Special Education, Transportation, Workshops

Identifiers—\*Bureau of Indian Affairs, Education for All Handicapped Children Act

Designed as a reference book, this publication reflects the efforts of almost 100 American Indian parents, educators, diagnosticians, social workers, etc., and representatives from each of the Bureau of Indian Affairs (BIA) Area Offices in attendance at the 1976 conference on the comprehensive implementation process for special education services in the BIA with Public Law 94-142 compliances. The major portion of this document presents the work generated by the following workshop topics: (1) Administration and Fiscal (funding patterns, needs assessment, staff, personnel development, facilities, equipment, transportation, and community resources); (2) Assessment and Placement (identification, screening, referral, and staffing procedures); (3) Program and Evaluation (individual education plan, curriculum development, and evaluation); (4) Protection (confidentiality and due process). Each workshop topic is presented in terms of known resources and follow-up activities (technical assistance needs, coordination needs, and timeliness). This publication also presents: conference presenters and their topics, an eight-item list of supplementary resource materials, the conference evaluation, BIA and Southwest Regional Resource Center personnel and conference assignments, and a conference directory. (JC)

ED 137 003 40 RC 009 781

LEA (Local Education Agencies) Plan Development. P.L. 94-142 Workshop (Tempe, Arizona, January 27-28, 1977).

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 27 Jan 77

Note—44p.; For related document, see RC 009 780; Some parts may be marginally legible due to print quality of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Agency Role, American Indians, Classification, Community Involvement, \*Criteria, Definitions, Facilities, \*Federal Legislation, \*Financial Support, Planning, Records (Forms), Reports, \*Special Education, \*Specifications

Identifiers—\*Education for All Handicapped Children Act, Local Education Agencies, State Education Agencies

Forms developed by the Southwest Regional Resource Center (for the Bureau of Indian Affairs) to supply information requested in the proposed regulations of Public Law 94-142 (special education services to be implemented in 1978) are presented in this publication for purposes of discussion and explanation. An accompanying narrative presents necessary regulation definitions and categories as follows: (1) the Act's intent (rights, protection, and funds to im-

plement special education services); (2) flow through funding and its application to Local Education Agencies (LEAs) and State Education Agencies (SEAs) (in the first year of the Act, 50% of the total state allocation is to flow through to the LEAs, but each LEA must make application to the SEA to determine the number of children to be served); (3) LEA requirements classified in terms of action, activity, assurance, information, activity information, activity assurance, etc.; (4) general areas of the requirements identified as: student evaluation; planning conference; parent participation; individualized education program; due process/hearing; and surrogate parents. The forms themselves specify the number of children needing, receiving, or not receiving special education services in residential and non-residential programs, the estimated percent receiving full services, the educational staff employed and needed, kinds and numbers of facilities, documentation of planning, etc. (JC)

ED 137 004 RC 009 782

Eriksen, Michael And Others

Implementation of a School-Based Fluoride Tablet Program in a Rural Community.

Pub Date 18 Oct 76

Note—10p.; Paper presented at the Annual Meeting of the American Public Health Association, (Miami Beach, Florida, October 18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Administration, \*Cost Effectiveness, \*Delivery Systems, \*Dental Health, Elementary Schools, \*Program Descriptions, Program Design, Rural Areas, \*Rural Schools  
Identifiers—\*Fluoridation, Pennsylvania

A segment of a 3-year dental research project involving 2,000 school children aged 5-13 conducted in a rural Pennsylvania county, this study presents I component in a 3-pronged attempt to determine the effectiveness of a school-based dental health delivery system. The implementation procedures of this program are described as involving: sensitivity to community specific constraints; central storage of the fluoride tablets in the school cafeteria with fluoride tray preparation performed by cafeteria personnel; student self-administration of tablets on a daily basis as they enter the cafeteria for lunch; daily program monitoring by teachers on cafeteria duty; parental involvement to encourage program participation (prior to the program, less than 9% or 176 of all elementary school children were receiving a fluoride tablet at home, while after implementation, 90% or 1,846 students were receiving the tablet daily); an annual cost of \$1,163 for distribution to 1,846 students during the academic year (trays for tablet distribution were constructed by the local high school's industrial arts department, making the per student cost amount to 63 cents per student for the tablets and about 5 cents per student for the trays). This report asserts that this fluoride program minimizes cost, eliminates any loss in instructional time, secures fluoride tablets to one location, and requires a minimum of trained personnel. (JC)

ED 137 005 95 RC 009 783

Grainger, Jane, Ed.

Enduring Heritages: A Guide to Multicultural Education in the Secondary School.

Menaul School, Albuquerque, N. Mex.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date Mar 77

Grant—G007501322

Note—171p.

Available from—Menaul School, 301 Menaul Boulevard, N.E., Albuquerque, New Mexico 87107 (\$4.00 plus \$0.50 postage and handling). Limited number available

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*American Indians, Black Culture, Boarding Schools, \*Cross Cultural Training, Cultural Background, \*Cultural Education, Cultural Pluralism, Curriculum Development, Educational Planning, Ethnic Groups, Folk Culture, Food, High Schools, Language Arts, Legends, \*Mexican Americans, Nutrition Instruction, Private Schools, Resource Units, Science Units, Secondary Education, \*Secondary Schools, Social Studies Units, Textbook Evaluation, \*Unit Plan

During 1975-76, Menaul School, a private, coeducational four year high school for boarding and day students, served 137 Spanish-surnamed,



38 Anglo, 17 Native American, 4 Black, and 29 international students. Emphasizing the unique and valuable contributions of these diverse groups, multicultural education enabled the students to retain and develop their cultural identity while learning the values and lifestyles of mainstream America. During the year, multicultural themes were included in English, Spanish, French, sociology, history, New Mexico Studies, Native American Studies, environmental science, home economics, music, art, and religion classes. Unit outlines are given for: English ("The Diary of Anne Frank" and writings of Asian, Black, Mexican and Native American authors); social studies (regional folklore and history and New Mexico's history and culture); home economics (Chinese, Italian, Jewish, North American, Spanish/Mexican American foods); Christian Education (religious dances from various cultures); and science (Chaco Canyon). The five major events celebrated during the year are outlined—Black Heritage Day, Lunar New Year, Christmas, a Pow-Wow, and a Mini-Course Week. Appendices include: a discussion of current emerging needs and issues; guidelines for evaluating textbooks; a listing of the nutrient content of some Southwestern foods; eight New Mexican folk tales; and a student essay on Father Antonio Jose Martinez. (NQ)

ED 137 006

RC 009 784

Coleman, A. Lee

**Quality of Life: How Community Leaders and Ordinary Residents Assess Various Aspects of Life in Four Kentucky Mountain Counties.** Kentucky Agricultural Experiment Station Report, RS-45, August 1975.

Kentucky Univ., Lexington. Agricultural Experiment Station.; Kentucky Univ., Lexington. Dept. of Sociology.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—RS-45

Pub Date Aug 75

Note—28p.; Related documents include ED 106 026-030

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Churches, \*Community Leaders, \*Comparative Analysis, Employment Opportunities, \*Heads of Households, Health Services, Income, Land Use, Law Enforcement, Local Government, Physical Environment, \*Rural Population, Schools, \*Social Indicators, Surveys, Welfare

Identifiers—\*Kentucky, \*Quality of Life

Data derived from parallel questioning of 1971 knowledgeable and leaders (N=111) and a 1973 sample of household heads and homemakers (N=464) living in four rural Eastern Kentucky counties (Harlan, Perry, Whitley, and Wolfe) were used to assess both objective and subjective aspects of quality of life. The indicators employed were: income; job opportunities; agriculture and land use; transportation; public utilities; public schools; churches and religion; medical care and health services; welfare; county government; crime and law enforcement; physical environment; opportunities for special groups. Results indicated: knowledgeable tended to be more favorable than the household sample in their assessments; both groups were highly favorable; the two groups gave equal assessments of the current quality of schools and improvements in wages and job opportunities, agriculture and land use, opportunities for Negroes, and churches and religion; fewer than half of both groups saw improvement in county government, local politics, crime/law enforcement, the physical environment, agriculture and land use, and churches and religious life; aspects of life quality rated favorably by less than 50% of the residents and by more than 50% of the knowledgeable were: quality of law enforcement and improvements in job opportunities, real income, recreational opportunities, and opportunities for old people. It was concluded that subjective indicators have some validity. (JC)

ED 137 007

95

RC 009 785

York, Ken Scott, J. Robert

**Bilingual Education for Choctaws of Mississippi.** Annual Evaluation Report, FY 75-76. Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education. Pub Date Sep 76

Grant—OEG-0-75-7164

Note—216p.; For related document, see ED 118 345; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indians, Annual Reports, \*Bilingual Education, \*Community Involvement, Cultural Awareness, Educational Objectives, Elementary Education, \*English (Second Language), \*Instructional Materials, Interagency Cooperation, Program Descriptions, \*Program Evaluation, Reservations (Indian), Self Concept, Teacher Education

Identifiers—\*Choctaws, Mississippi

Data for this 1975-76 annual evaluation report on the Bilingual Education for Choctaws of Mississippi (BECOM) project are drawn from the Evaluation Design for 1975-76 and from formal and informal assessments. The first chapter of this report provides an overview of the setting in which the BECOM program operates (located on the Mississippi Choctaw reservation, the project includes seven rural Choctaw communities and six Bureau of Indian Affairs operated community schools involved in an incremental K-3 bilingual program). The second chapter provides an outline of the goals and objectives of the program (basic instruction in the native language; instruction in English as a Second Language; positive self-concept building via cultural heritage; a cadre of bilingual teachers; inservice and preservice training for Anglo teachers; bilingual instructional materials; and parent, teacher, and school communicative processes). The third chapter is a detailed discussion of the accomplishments, failings, and resultant progress of the first year of the project. Individual components (materials development, classroom instruction, parent-community involvement, and training and project management) are discussed descriptively and inferentially. The fourth chapter details the interaction between BECOM and other educational programs on the reservation. (JC)

ED 137 008

RC 009 786

Smith, Susan Walker, Margaret

**Federal Funding of Indian Education: A Bureaucratic Enigma.** Legal Action Support Project, Report No. 5.

Bureau of Social Science Research, Inc., Washington, D.C.

Report No.—BSSR-534

Pub Date May 73

Note—161p.; Some tables may not reproduce well due to small print size of original document

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Agencies, \*American Indians, Comparative Analysis, \*Elementary Secondary Education, \*Federal Aid, Federal Legislation, Federal Programs, \*Public Schools, \*Resource Allocations, State Surveys, Vocational Education

Identifiers—BIA, \*Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, Johnson O'Malley Act

Based on a state-by-state analysis of Federal funding for the education of elementary and secondary American Indian pupils in both public school districts and the Bureau of Indian Affairs (BIA) school system, this report presents information which questions the validity of some of the data produced by Federal agencies. Specifically, this report addresses: (1) Federal Support (except for Elementary Secondary Education Act, ESEA, Title I funds) for BIA Schools (1971 allocations, 1971 grants, and 1968-70 grants); (2) ESEA Title I (history; the process and impact of BIA Title I allocations, including a 1969-71 summary; the public schools program; a comparison of ESEA Title I in public and BIA schools within states and nationwide); (3) Other Federal Programs for Indian Pupils in Public School Systems (Office of Education and Office of Economic Opportunity Discretionary Funds and Johnson-O'Malley Schools); (4) Public School Support Derived from Indian Eligibility (Impact Aid, school construction, and Johnson-O'Malley Peripheral Dormitory Program); (5) Occupational Training Programs for Indians (Neighborhood Youth Corps, Manpower Development and Training Act, Concentrated Employment Program, and Per Capita Allotments). (JC)

ED 137 009

RC 009 787

Stuart, Lorrie Wise, H. Lake

**Rural Legal Research, Creighton Legal Information Center (Omaha, Nebraska, March 1977).** An Exemplary Project.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Mar 77

Contract—J-LEAA-014-74

Note—150p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00497-1, \$2.10)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Administration, Budgets, Criminal Law, \*Information Centers, \*Lawyers, \*Legal Aid Projects, Models, Organization, \*Program Descriptions, \*Rural Areas

Identifiers—\*Creighton Legal Information Center NE, \*Nebraska

Established to help solve the problems of rural attorneys in Nebraska via mail and telephone research services, the Creighton Legal Information Center (CLIC) is described in this manual in terms of project development and organization; project operations; replication and policy issues; costs and project budgeting; and program results. Specifically, Chapter Two traces the project's development, describing CLIC's physical and administrative organization and the types of equipment used by the project; Chapter Three details the procedures involved in responding to user requests for services and information; Chapter Four discusses a variety of replication and policy issues, including program design, organizational and operational alternatives available to other states initiating such a project; Chapter Five summarizes CLIC's past and current budgets, and describes the specific staff and equipment considerations which are relevant to a planner constructing a budget for a new project; Chapter Six focuses on the impact of CLIC—its market penetration, user demand, and value as a means of legal education, including guidelines for projecting user demand and evaluating the services. Cited as CLIC improvements are: legal research tailored to user needs; centralized research services using law school resources; special in-depth projects to improve criminal justice procedures; and continuous monitoring and evaluation. (JC)

ED 137 010

RC 009 788

Miller, Barbara, Ed.

**Career and Vocational Education for Small Schools: A Guide for Planning and Implementation.**

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date 77

Note—98p.; Prepared by Small Schools Career Education Developmental Project of Oregon State Dept. of Education

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Advisory Committees, \*Career Education, Career Exploration, Curriculum Development, \*Elementary Secondary Education, Evaluation, Health Occupations, Home Economics, Individualized Instruction, Industrial Arts, Interdisciplinary Approach, \*Pilot Projects, \*Program Descriptions, \*Program Development, Service Occupations, \*Small Schools, Vocational Education

Identifiers—\*Oregon

Divided into three major sections, this description of career and vocational education in small Oregon schools includes the following: (1) Introduction and Implementation (describes career awareness for grades K-6, career exploration for grades 7-10, career preparation for grades 11 and 12, and career education requirements for graduation and implementation procedures for curriculum, awareness, exploration, vocational clusters, special vocational programs, home economics, industrial arts, individualized instruction, interdisciplinary approach, guidance, community, advisory committees, vocational student organizations, safety considerations, and evaluation and assessment); (2) Small Schools Career Education Developmental Project (the three pilot career education projects, now in their third year, are described in terms of differing programs at the Amity, Condon, and Lost River, Oregon sites); (3) Career and Vocational Education

Profiles (career awareness and career exploration; career exploration at the high school; business; construction; cooperative work experience; distributive education—marketing; diversified occupations; food service; forest products; graphic communications; health occupations; home economics; industrial arts; industrial mechanics; manufacturing technology; service occupations; special vocational programs; vocational agriculture; shared services specialized program for the handicapped). (JC)

ED 137 011

RC 009 789

Darnell, Frank. *And Others*

**Prebachelor Education in the Unorganized Borough: Analysis and Recommendations with Appendix.** Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—Alaska Federation of Natives, Anchorage.; Alaska State Dept. of Education, Juneau.

Pub Date Jan 74

Note—223p.; Third printing, March 1975

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—Alaska Natives, \*Decentralization, Delivery Systems, \*Elementary Secondary Education, Federal Legislation, Local Government, \*Opinions, Policy Formation, \*Publications, \*Rural Areas, \*School District Autonomy, Synthesis

Identifiers—\*Alaska

Twenty-seven position papers presented by representatives from educational agencies, regional corporations, and other interested parties in attendance at the 1973 Forum on Education in the Unorganized Borough (Alaska) were reviewed by the Center for Northern Educational Research (CNER) for purposes of identifying implied conditions or actions re rural Alaskan educational policy. Each paper was coded on a matrix by position (s) taken (1 of 10 options) and by factors included (structure, finance, quality of education, transition, legislation, and other circumstances), allowing for indications of positive/negative and specificity/intensity of statements. Major conclusions were: there is real and deep dissatisfaction with the delivery of educational services in the unorganized borough, and it is universal; the Act establishing the Alaska State Operated School System (ASOSS) was conceived with inadequate planning, cursory input from constituents most likely to come under its influence, and lack of foresight as to its consequences; the authority for controlling education should be aligned with the development of local government units as envisioned by Alaska's Constitution; in order to eliminate constituents' fears re local control, an intense period of information dissemination, planning, and training must be provided; reorganization on the basis of local government will require flexibility and planning. (JC)

ED 137 012

RC 009 790

Sprouse, Lorman W. Brooks, John

*A Manual for Rural School Fluoridation.*

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.—DHEW(HSA)-76-15029

Pub Date Feb 74

Contract—NIH-72-4284

Note—89p.; Reprinted by the National Health Service Corps, Bureau of Community Health Services (DHEW/PHS), 1976. Some graphs may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Administration, Definitions, \*Dental Health, \*Equipment, Equipment Maintenance, Facilities, Guides, Models, \*Needs Assessment, \*Program Development, \*Research, \*Rural Schools

Identifiers—\*Fluoridation, Kentucky

The product of a 1972 Dental Health Branch contract with the U.S. Public Health Service, this manual is designed to aid in the development of school fluoridation programs and presents: background information on general concepts relating to the action of fluoride on teeth; discussions dealing with community and school fluoridation studies; and the school fluoridation system developed and used in Kentucky. Specifically this guide includes: (1) Introduction (statistical information re fluoridation in general and the Kentucky project in particular); (2) Concepts of Fluoride Action; (3) Belated Full-Time Exposure to Fluoridated Community Water Sup-

plies (three studies documenting the effects of fluoridation); (4) Belated Part-Time Consumption of Fluoridated Water (two studies); (5) Studies on Rural School Fluoridation (four major studies, one of which involves a school served by naturally fluoridated well water and three which involve controlled fluoridation of the school water supply); (6) Initial Rural School Survey Procedures; (7) Installation of School Fluoridation Equipment; (8) Charging and Calibration (fluoridation equipment); (9) Surveillance; (10) Maintenance; (11) Important Administrative Considerations; (12) Appendix (sample forms, equipment lists and photographs of equipment that are used in school fluoridation which might prove useful to agencies and schools interested in instituting a fluoridation program). (JC)

ED 137 013

RC 009 791

Gelhufo, Nancy L.

**Grievance and Redress: Chicano Access to the Criminal Justice System.**

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Meeting of the American Anthropological Association (73rd, November 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Change Strategies, Conflict, \*Ethnic Relations, \*Grievance Procedures, Justice, Law Enforcement, \*Mexican Americans, Ombudsmen, \*Police Community Relationship, Policy Formation, \*Political Power

Identifiers—\*California (San Jose), Chicanos

Focusing on the processes involved in making formal bureaucracies responsive, the study examined: the structure of formal grievance and redress procedures within the criminal justice system in San Jose, California; and the informal strategies used by politically active members of the Chicano community to extend and strengthen these channels. The primary channel for complaints against individual police officers was a two-man Internal Affairs Investigative Unit within the police department. However, claiming that their work involved confidential personnel matters, the department refused to release any information on how many complaints were received or how they were resolved. Two years ago, in response to continuing pressure, the municipal government hired an ombudsman to serve as an advocate/investigator for citizens with grievances against any city agency. However, his effectiveness was doubtful. Although there were several channels of informal support for grievances, the most these groups did was provide moral support and skills in filing a complaint through the Internal Affairs unit. The Chicano community had three possible strategies for maximizing their influence on the grievance and redress procedures: to strengthen the existing avenues for registering grievances and obtaining redress; to utilize legal strategies for making the agencies responsive to community needs through individual and class action lawsuits; and to use community political influence and pressure to redefine police policies. Of these, political strategies appeared the more promising. (NQ)

ED 137 014

RC 009 792

Wetherill, G. Richard

**The Process of Evaluation in Rural Development.**

Southern Rural Development Center, State College, Miss.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date Aug 76

Note—12p.; Paper presented at Annual Meeting of the Southern Association of Agricultural Scientists (74th, Atlanta, Georgia, February 6-9, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Communication (Thought Transfer), Criteria, Decision Making, \*Definitions, \*Evaluation Criteria, Feedback, Guides, Information Dissemination, Information Utilization, \*Models, Personnel Integration, Problems, Program Descriptions, \*Program Evaluation, Role Models, \*Rural Development, Speeches, \*Synthesis

Program evaluation can be used for both program improvement and program justification, and it can aid in program planning and policy making. In evaluation, we must be concerned with the components which not only make up the program but also the evaluation such as program objectives or goals, program personnel interaction, program processes, resources, intended audiences, evaluation objectives, types and levels of

evaluation data, judgment-making processes, evaluator roles and responsibilities, etc. The process of evaluation has no single set of procedures, but the similarities among evaluation models can be identified as: program description; criteria formulation; evidence gathering; judgment making; and dissemination. Established and potential rural development evaluators must be aware of the pitfalls inherent in the evaluation process; the following are some of the evaluator's concerns: irreproachable ethics; program evaluation responsibility vested in a single person; communication of all evaluation plans to the total program staff; data derived from many rather than one source; sensitivity to the necessity of diplomacy; areas of negotiation by program staff and evaluator; flexibility; spelling out program options rather than making actual decisions; commitment to evaluation; evaluation feedback to the proper personnel; and solicitation of feedback prior to implementation. (JC)

ED 137 015

RC 009 793

Pike, Bill, Ed.

**Health Careers Recruitment Program Handbook.**

All Indian Pueblo Council, Albuquerque, N. Mex.; New Mexico/Colorado Intertribal Health Authority, Albuquerque.

Pub Date Sep 76

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*American Indians, Career Opportunities, Colleges, \*Financial Support, Guides, \*Health Occupations, \*Health Occupations Education, Higher Education, \*Information Sources, Needs Assessment, Scholarships, Secondary Education

Identifiers—\*Colorado, \*New Mexico

Designed to encourage Native American students in Colorado and New Mexico to pursue health careers, this handbook presents the following information: (1) statistics documenting the need for American Indian health professionals; (2) current career opportunities in the health professions (descriptions of the many health fields and descriptions of professional practice and health service agencies, including such careers as environmental aide, school health, research, occupational therapist, etc.); (3) preparing for the health professions (secondary school preparation, college level training and preparation, admission into the health professions schools, special Indian programs, and financial planning); (4) where to obtain additional assistance (counseling and advice, additional sources of information, recommended reading list, and glossary). Among the more important specifics presented in this handbook are: lists of professions requiring and those not requiring a college degree; lists of new and emerging health professions; a selected list of four-year colleges and universities in the Southwest and Rocky Mountain states; a list of New Mexico technical-vocational schools; a list of organizations offering special Indian programs; a budget for first year students at U.S. medical schools (estimated minimum expenses for 1975-76); and information on grants, scholarships, etc. (JC)

ED 137 016

RC 009 794

Wheelock, Warren H., Ed.

**Learning Activities and Resource Units: Primary****K-3. [Arizona] Migrant Child Institute.**

Arizona State Dept. of Education, Phoenix.

Pub Date 77

Note—89p.; Instructional materials in this publication were prepared by teachers and administrators who attended Migrant Summer Institutes since 1973

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—American Indians, Anglo Americans, Blacks, \*Centers of Interest, Class Organization, Cultural Awareness, Curriculum Guides, Evaluation, Individualized Instruction, Instructional Materials, Kindergarten, \*Learning Activities, \*Learning Laboratories, Mexican Americans, \*Migrant Child Education, Primary Education, \*Resource Units, Safety Education, \*Teacher Developed Materials, Transportation, Unit Plan

A requirement of Arizona's Migrant Teacher Institutes was the preparation of instructional resource units. Development of these units was a key element in the three-stage recommendations related to individualizing instruction in both reading and oral language. This book consists of two parts: "Room Organization: Realistic Learning

Centers" and "Instructional Resource Units". Part I covers: what a learning center is; how to begin learning centers; suggested learning centers in the areas of language, math, science or health, art, music, and audio-media; and how to evaluate learning centers. Prepared by teachers and administrators who attended Migrant Summer Institutes since 1973, the six resource units are intended for the primary grades, K-3. Each unit consists of: goals, objectives, motivational activities, sub-topics, evaluation, and concluding activities. Unit topics are: self-awareness through the five senses; colors; fun with fairy tales; Arizona desert life; heritage—an awareness of peoples (American Indian, Mexican American, Black, and Anglo); primary economics; transportation; and safety. (NQ)

ED 137 017

RC 009 795

Wheelock, Warren H., Ed.

**Learning Activities and Resource Units: Intermediate 4-8.** [Arizona] Migrant Child Institute. Arizona State Dept. of Education, Phoenix. Pub Date 77

Note—112p.; Instructional materials in this publication were prepared by teachers and administrators who attended Migrant Summer Institutes since 1973

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Career Awareness, \*Centers of Interest, Class Organization, Cultural Awareness, Definitions, Elementary Education, Evaluation, Individualized Instruction, Intermediate Grades, \*Learning Activities, \*Learning Laboratories, Metric System, \*Migrant Child Education, \*Resource Units, Student Projects, \*Teacher Developed Materials, Unit Plan

A requirement of Arizona's Migrant Teacher Institutes was the preparation of instructional resource units. Development of these units was a key element in the three-stage recommendations related to individualizing instruction in both reading and oral language. The three stages were: Room Organization—Realistic Learning Centers, Unit Themes and Committee Activities, and Individual Conference and Record Keeping. This book consists of two of these stages: Room Organization—Realistic Learning Centers and Instructional Resource Units. Part I covers: what a learning center is; how to begin learning centers; suggested learning centers in the areas of language, math, science or health, art, music, and audio-media; and how to evaluate learning centers. Prepared by teachers and administrators who attended Migrant Summer Institutes since 1973, the nine resource units are intended for the intermediate grades, 4-8. Each unit consists of: goals, objectives, motivational activities, sub-topics, evaluation, and concluding activities. Unit topics are: Japan; Arizona citrus; Pinal County, Arizona; career education (banking); corn (its history and uses); metrics; Africa; first aid; and weaving, creative stitchery, and spool knitting. (NQ)

ED 137 018

32

RC 009 796

Savard, William G.

**Title IM E.S.E.A. Oregon Migrant Education Program, Regular Term 1975-76. Educational Impact Report.**

Oregon State Dept. of Education, Salem. Compensatory Education Section.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Jan 77

Note—319p.; For related document, see ED 121 528

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—\*Academic Achievement, \*Ancillary Services, Career Awareness, Cultural Awareness, \*Educational Accountability, Educational Finance, Elementary Secondary Education, Enrollment, Language Arts, Mexican Americans, \*Migrant Child Education, Migration Patterns, Preschool Education, Program Evaluation, \*State Programs, \*Summer Programs

Identifiers—Elementary Secondary Education Act Title I, \*Oregon

During Fiscal Year 1975-76, the Oregon Migrant Education Program provided educational, health, nutritional, and social services to 4,677 children. Of these, 8% were preschoolers, 58% were at the elementary level, 21% at the junior high level, and 13% at the senior high level. Slightly more than 3/4 were Mexican American, with an estimated 48% being Spanish dominant in

the use of language. The elementary program included reading, language development, mathematics, spelling, cultural awareness, general tutoring, and career awareness. The secondary program included reading, spelling, general tutoring, counseling, career awareness, mathematics, and self-concept development. Focusing on the program's impact, this report provides an overall view of the whole program as it operates in the State; presents eight area reports which provide detailed information of the regular school term on a school-by-school, component-by-component basis; and presents six area reports of the summer school programs. Data covered in the reports are: the area's migration patterns; number of districts, schools, pupils, and personnel; budget totals; and sites and grades served. All reports have appendices which display support service statistics. The Eastern Oregon State College Bilingual Teacher Training Component and the Migrant Education Service Center's activities are also discussed. (NQ)

ED 137 019

95

RC 009 797

Foley, Douglas E., And Others

**From Peones to Politicos: Ethnic Relations in a South Texas Town, 1900 to 1975.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 7 Feb 77

Grant—NE-G-00-3-0117; NE-G-0-72-3943

Note—418p.; For related document, see ED 101 867

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—\*Anglo Americans, Changing Attitudes, Community Study, Cultural Background, \*Culture Conflict, Discriminatory Attitudes (Social), Economic Factors, Education, \*Ethnic Relations, Local History, Longitudinal Studies, Mexican American History, \*Mexican Americans, Political Power, Politics, \*Power Structure, Racial Discrimination, Racial Segregation, \*Social History, Sociocultural Patterns, Socioeconomic Status

Identifiers—\*Texas

Focusing on how "North Town" Anglos and Mexicanos have related to each other and have dealt with the problems of economic inequality and racial discrimination, the study characterized the ethnic relations into three major historical periods: the "Rancho" Era (1900-30), the "Colonía" Era (1930-60), and the Contemporary Period (1960-75). During the "Rancho" era, ethnic relations took place under an extremely exploitative, paternalistic sharecropper system, supported by open racism, strict social segregation, and effective Anglo political machines. Within this environment, an extremely poor Mexican laboring class created its own communities and sustained its cultural traditions. The "Colonía" era was marked by major transformations in the local labor system and "Mexican Town" as an independent community. Mexicanos began developing their own economic and political leaders and organizations. They began challenging the earlier patterns of economic exploitation and social segregation. The Contemporary period was marked by heightened Mexican-Anglo confrontations over the control of the city, school, and county governments. This period saw the rapid rise and decline of a Chicano third party, the "Raza Unida", and the aggressive and conciliatory responses of local Anglos, who organized into the Better Government League. The present ethnic confrontation represents a process of "historical retribution" to some and a "sickness", a "cancer" in the American way of life to others. To most, the conflict is a great source of pain and confusion; and "North Towners" are struggling to recapture a more harmonious community life. (Author/NQ)

ED 137 020

RC 009 798

Underhill, Lonnie E., Ed. Littlefield, Daniel F., Jr., Ed.

**Hamlin Garland's Observations on the American Indian, 1895-1905.**

Rockefeller Foundation, New York, N.Y.

Pub Date 76

Note—214p.

Available from—University of Arizona Press, Tucson 85721 (\$4.95 paper cover; \$9.95 cloth cover)

Document Not Available from EDRS.

Descriptors—\*American Indian Culture, \*American Indians, \*American Literature, \*Essays, Ethnology, Local Color Writing, \*United States History

Identifiers—\*Garland (Hamlin)

Arranged in chronological order, the 13 essays in this volume cover the period 1895-1905, the time of Hamlin Garland's greatest interest in the American Indian. Selected for both its literary and ethnographic significance, much of the material in this book has previously been unpublished. Each entry is preceded by a brief historical sketch of the pertinent tribe and a statement of its condition at the time of Garland's visit. In the works themselves, clarifying annotation has been provided. Preceding the edited works is a general introduction, which provides the biographical and historical background of Garland's interest in the American Indian. It surveys the greater part of his work on the Indian, including poetry, fiction, and nonfiction—both published and unpublished. The essays are titled as follows: (1) "Among the Southern Utes"; (2) "A Day at Isleta"; (3) "Glimpses of the Navajo Indians"; (4) "Among the Moki Indians"; (5) "A Day at Zuni"; (6) "The Most Mysterious People in America: The Cliff Dwellers and Pueblo People of Arizona"; (7) "The Jicarilla Apaches"; (8) "Notes on the Cheyenne Country and Lane Deer"; (9) "A Typical Indian Scare: The Cheyenne Trouble"; (10) "General Custer's Last Fight as Seen by Two Moons"; (11) "The Red Man's Present Needs"; (12) "The Red Man as Material"; (13) "The Final Council of the Creek Nation". (JC)

ED 137 021

RC 009 799

**BIA Chief Area Office Education Officers' Quarterly Conference (Las Vegas, Nevada, October 14-16, 1975). Research and Evaluation Report Series No. 34.02.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No—RER-34.02

Pub Date Jan 76

Note—102p.; For related document, see ED 115 440

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Accountability, \*Agency Role, \*American Indians, Budgets, Classification, Conference Reports, Contracts, Educational Objectives, \*Elementary Secondary Education, Enrollment Trends, \*Federal Legislation, \*Needs Assessment, Program Descriptions, Resource Allocations, Schools, Supplementary Education

Identifiers—BIA, \*Bureau of Indian Affairs, \*Johnson O'Malley Act, JOM

Highlights from the quarterly conference of the Bureau of Indian Affairs' (BIA) Chief Area Education Officers meeting (held in Las Vegas, Nevada on October 14-16, 1975) are presented in this conference report. Included in the report are: (1) a participant list; (2) reports from each of the 10 Area Offices; (3) the conference agenda; (4) a speech ("Federal Responsibility in the Field of Education" by Barry Berkson); (5) Johnson-O'Malley (JOM) educational assistance (justification for budget line item name change; education contracts under the JOM Act including need for increase, situation and need, program goals, program description, program accomplishments, and 1972 and 1975 contract statistics with a statistical description of enrollments and appropriations from 1972-77); (6) BIA Manual proposed release, "Types of Schools" (policy, authority, Federally-operated schools, tribal schools, public schools, sectarian schools, and assumption of Federal responsibility); (7) distribution formula for supplemental education programs under the JOM Act: 1976 (state, per capita expenditure, factor, number of students served, number of weighted students, supplemental allocation); (8) "Young Native American Children and Their Families: Educational Needs Assessment and Program Recommendations", an interim report by the Research Division: Bank Street College of Education; (8) conference recommendations. (JC)

ED 137 022

RC 009 800

**1976-1977 Arizona Johnson-O'Malley State Educational Plan, Pursuant to P.L. 93-638 and ARS 15-1161.**

Arizona Indian Education Association, Phoenix; Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Pub Date [76]

Note—39p.; For related document, see RC 009 801

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.



**Descriptors**—Administration, Advisory Committees, \*American Indians, Community Involvement, Definitions, \*Educational Objectives, Educational Philosophy, Educational Policy, Educational Programs, \*Federal Legislation, Guides, Self Actualization, Special Services, \*Specifications, State Boards of Education, \*State Legislation

**Identifiers**—\*Arizona, Arizona Indian Education Association, \*Indian Self Determination Education Assistance Act, Johnson O Malley Act

Prepared by the Arizona Indian Education Association, this publication constitutes Arizona's 1976-77 Johnson-O'Malley State Educational Plan as stipulated by Public Law 93-638 (Indian Self Determination and Education Assistance Act) and Arizona Revised Statutes 15-1161. Indicating the corresponding regulation number in the margin, this publication is presented in outline form as follows: (I) Narrative; (II) Philosophy and Purpose; (III) Goals; (IV) Policies; (V) Parental Participation; (VI) Programs and Services (Supplemental, Operational Support, and Special Services); (VII) Administration and Management; (VIII) General Provisions; (IX) Arizona Indian Education Association; (X) Definitions; (XI) Appendices (Constitution and Bylaws of the Arizona Indian Education Association State of Arizona). Developed in joint sessions via hearings and individual, tribal, and parental input, the Plan is designed for compliance with applicable Federal, state, and local laws to assure greater uniformity and cooperation among all school districts of the State of Arizona, the Arizona State Board of Education, Bureau of Indian Affairs, and each Indian tribe and Indian Education Committee within the State of Arizona. To the extent practical, the Plan is to be utilized to supplement educational programs for eligible Indian children and, where approved, for Indian Youth being served by other Indian educational programs or programs created for the benefit of Indian youth. (JC)

ED 137 023

RC 009 801

Leonard, Terry

1976-1977 Johnson-O'Malley Technical Assistance Handbook.

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Pub Date [76]

Note—29p.; For related document, see RC 009 800

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—Advisory Committees, \*American Indians, Budgets, \*Contracts, Criteria, \*Educational Legislation, Educational Objectives, Educational Programs, Federal Legislation, \*Guides, \*School Administration, Self Actualization, Specifications, Technical Assistance

**Identifiers**—BIA, Bureau of Indian Affairs, \*Indian Self Determination Education Assistance Act, \*Johnson O Malley Act

Designed to provide a practical approach to the rules and regulations governing implementation of the American Indian Self-Determination and Education Assistance Act (PL 93-638) in conjunction with the Johnson-O'Malley Act (JOM), this technical assistance handbook is written in comic book style. Using straightforward language, this manual synthesizes and explains the way in which this legislation should work. Among the areas covered are: the contracting relationship between the Bureau of Indian Affairs (BIA) and American Indian tribes; regulations applying to Indian corporations; Indian Education Committees; fiscal and administrative responsibilities; contracting eligibility requirements and contract proposal regulations; JOM eligibility; the authority of BIA Area Offices; supplemental and/or operational programs; Indian representation on school boards; budgets; assurances; how to prepare a contract; budget formula; Indian Procurement Regulations; management structuring; and the Arizona Revised Statutes. (JC)

ED 137 024

RC 009 802

Racial & Ethnic Survey '75-'76.

Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date 76

Note—78p.; For related document, see ED 110 580

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—American Indians, Asian Americans, Black Students, \*Enrollment, Equal Edu-

cation, \*Ethnic Distribution, Minority Groups, \*Public Schools, Racial Composition, \*Racial Distribution, Racial Integration, School Districts, \*School Personnel, Spanish Speaking, \*State Surveys

**Identifiers**—\*Oregon, Spanish Surnamed

Based on data obtained from a statewide survey conducted in the fall of 1974, this report documents the 1975-76 racial and ethnic distribution of pupils and employees in Oregon public education agencies. All school districts provided data concerning pupil distribution in each school and staff distribution in 115 districts (73% of the schools) and various intermediate education districts. Tabular data include: enrollment patterns for statewide totals from 1969 through 1975; comparison of students in K-12 with students in grade 12; school districts with "substantial racial minority student enrollments" and staffing patterns (administration and certified staff); schools which are "racially isolated"; schools nearing "racial isolation"; totals by county, grade, and school district; and full-time and part-time staff totals. A section on equal educational opportunity and perspectives provides information on desegregation, integration, and the law, State authority, and the State education department's responsibility. This section focuses on the development and rationale of contemporary equal educational opportunity themes and the relationship of the concept to current Oregon Department of Education—Title IV Civil Rights Act activities. (NQ)

ED 137 025

RC 009 803

Young, Ruth C.

Social Indicators for Developing Countries: A New Approach. Cornell Rural Sociology Bulletin Series - Bulletin No. 82.

Cornell Univ., Ithaca, N.Y. Dept. of Rural Sociology, New York Agricultural Experiment Station, Ithaca.

Pub Date Mar 77

Note—79p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Developing Nations, \*Food, Guides, \*Measurement, Research Methodology, \*Rural Development, \*Social Indicators, Tables (Data)

**Identifiers**—\*Quality of Life

Designed to be self-contained, the material in this workbook on social indicators can be used for teaching and research purposes by agency field workers and/or undergraduates from developing nations who do not have a social science background. Originally presented to 22 professional people from Bangladesh, Indonesia, and the Philippines as part of a 10-week workshop on research methods for rural development held at the East-West Center in Honolulu, Hawaii (November 1975), this material includes many illustrative tables (e.g., Proposed Indicators of Overall Philippine Well-Being; Criteria of Social Well-Being and Variables Used in Analysis of 48 United States; Preliminary Cross-Cultural Scale for Measuring Level of Living; Comparison of Level of Living Scores for Georgia, Puerto Rico, and the Dominican Republic; Sample Household Food Consumption Schedule; Mauritius: Food Balance Sheet, 1960-64; etc.). Since data indicate food is virtually all that rural poor people in developing nations have and since most social indicator measures are more appropriate for urban dwellers in developed countries, especially the more affluent, it is suggested that food be made the core measure at the family, village, and national level. It is further suggested that food is inherently distributive (even the rich can only eat so much) and that as an indicator of human welfare, food avoids the problem of value judgments upon the relative quality of life provided by a given technological innovation. (JC)

ED 137 026

RC 009 804

Gore, Peter H.

Quality of Life Assessment.

Pub Date Aug 76

Note—23p.; For related document, see ED 110 238. Paper presented at the World Congress of Rural Sociology (Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—Comparative Analysis, Geographic Location, Maps, Models, \*Needs Assessment, \*Research Methodology, \*Rural Areas, Social Indicators, \*Social Services, Surveys, \*Transparencies, Visual Aids

**Identifiers**—Crossroads Survey, \*Quality of Life

Explaining the use of overlay methodology in the assessment of rural social service this paper describes a technique of visual juxtaposition wherein information is matched with geographic location. To ascertain whether senior citizen centers are located in areas of client concentration, for example, this model superimposes the location of senior citizen centers on the actual distribution of persons aged 65 and over. Presenting an example of the overlay technique as applied to a national study of quality of life involving nine indexes, this paper includes graphic illustrations of the technique. A further example of this technique as applied to a rural development project in Clinton County, New York is presented to illustrate the way in which four major phases of investigation (census and background data, crossroads survey, key informant survey, and general sample survey) can be compared via the overlay method. On the basis of the work presented in this paper, the following recommendations for assessing rural service needs are made: (1) assemble all pertinent census and secondary data; (2) map the data by geographic location; (3) conduct a windshield survey to identify actual locations of services; (4) interview key informants about where local residents go for services and what particular services are needed; (5) assemble all the data on overlay maps and present to local decision makers. (JC)

ED 137 027

RC 009 805

Stutz, Rowan C., Comp.

What NFIRE Members Are Doing. A Report to the 1975 Board of Directors (San Antonio, Texas, October 19, 1975).

National Federation for the Improvement of Rural Education.

Pub Date 19 Oct 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Activities, \*Organizations (Groups), \*Program Descriptions, \*Rural Education, \*Synthesis

**Identifiers**—\*National Federation Improvement Rural Education

Brief, individual program descriptions from member organizations of the National Federation for the Improvement of Rural Education (NFIRE) constitute the sum of this report on NFIRE developments. Each report includes: the name of the organization; the name of a contact person; an address; an organizational classification; a descriptive note on the general nature of the work performed by the organization in rural education; and the significant highlights or major focus of organizational activities for 1974-75. Included are individual reports from the following: (1) Genesee Migrant Center; (2) Abt Associates; (3) Western States Small Schools Project; (4) Oregon Small Schools Association; (5) Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools; (6) Northwest Regional Educational Laboratory, Rural Education Program. Also included in this report is a NFIRE membership list (40 organizations and 3 individuals). (JC)

ED 137 028

RC 009 806

Rivera, Felix G.

The Development of La Raza Community Leadership and Its Impact on Social Problems - A Causal Model.

Pub Date 27 Mar 76

Note—26p.; Paper presented at the Sociology and Social Welfare Division of the Society for the Study of Social Problems, Pacific Sociological Association Meeting (March 27, 1976)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Acculturation, Change Strategies, Community Development, \*Community Study, Cultural Isolation, Cultural Pluralism, \*Culture Contact, Distance, Intervention, Latin American Culture, \*Leadership, \*Mexican Americans, \*Models, Political Power, \*Problem Solving, Social Problems

**Identifiers**—Anomia, Proximity

The paper introduces a 3-level paradigm for community assessment. First, Raza communities are conceptualized as belonging to three phases—culturally homogeneous, culturally in transition, and culturally heterogeneous. Each phase is determined by the proximity of the cities "barrios" to the home country (Mexico, Puerto Rico, Central America) and by those pockets that have

developed in some of the larger cities where Raza people can come in and be in a totally Latino environment. Further analysis develops Tonnes and Nisbet's concept of "gemeinschaft" (cultural homogeneity) and "gesellschaft" (acculturation), or the movement from an autonomous community to one that is dependent on outside services, and the implications this has for meaningful intervention. Second, a causal model of community development that assumes a common disenfranchisement of the Raza is introduced. Using basic path analysis, a cause and effect relationship is conceptualized. This relationship may take either a functional or dysfunctional path based on the "barrio's" experiences with the dominant system and the efficacy of developing grass-roots leadership along those lines. Last, the three-cultural phases are combined with the functional developmental community stages, and the possible areas of leadership action are analyzed with a matrix. The paper addresses issues of cultural pluralism, concepts about communities, and such concepts as community "sociotherapy", anomie, political alienation, empowerment and Raza impact on social problems. (Author/NQ)

ED 137 029 32 RC 009 807

California Master Plan for Migrant Education, 1976 Edition (Plan Maestro de California para Educacion Migrante, Edicion de 1976).

California State Dept. of Education, Sacramento. Div. of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 76

Note—87p; In Spanish and English. For related document, see ED 056 796

Available from—Office of Compensatory Education, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (\$1.00 for the English version; \$1.00 for Spanish version)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Ancillary Services, Community Involvement, Early Childhood Education, \*Educational Accountability, Educational Legislation, \*Educational Specifications, Elementary Secondary Education, \*Foundations of Education, Interagency Coordination, \*Master Plans, \*Migrant Child Education, Organization, Parent Participation, State Federal Aid, State Programs, \*Statewide Planning

Identifiers—\*California, Elementary Secondary Education Act Title I, ESEA Title I

Based on the national migrant education plan, California's master plan aims to mobilize the necessary State and Federal resources, and to unify and assist the efforts of local educational agencies to end the migrant child's failure in school. The plan includes provisions for: instructional activities on a regular and extended year basis designed to identify, diagnose, and provide treatment for academic deficiencies of migrant children; health and welfare services designed to identify, diagnose, and provide treatment for any physical, dental, emotional, or environmental conditions which interfere with the child's learning processes; preservice and in-service education to prepare administrators, teachers, aides, and other personnel to meet the child's special needs; supportive services necessary for the program's success; child development activities for infants and prekindergarten migrant children; the active involvement of parents, teachers, and community representatives in the program's local implementation; and program evaluation. The plan also covers the State, regional, and local responsibilities and the program's financing. Appended is a systematic analysis of the major responsibilities of the State, regional and local educational agencies. Each responsibility is placed in its operational order and in reference to the agency which fulfills it; applicable code sections and the usual order of performance are cited. (NQ)

ED 137 030 32 RC 009 808

Indian Health Care Improvement Act - Public Law 94-437, 94th Congress, S. 522, (September 30, 1976).

Congress of the U.S., Washington, D.C.

Pub Date 30 Sep 76

Note—16p; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indians, Feasibility Studies, \*Federal Aid, \*Federal Legislation, \*Health Education, \*Health Facilities, Health Needs, \*Health Services, Improvement, Medical Schools, Nonreservation American Indians, Program Development, Resource Allocations, Urban Population

Identifiers—\*Indian Health Care Improvement Act

The U.S. Congress declared that "it is the policy of this Nation, in fulfillment of its special responsibilities and legal obligation to the American Indian people, to meet the national goal of providing the highest possible health status to Indians and to provide existing Indian health services with all resources necessary to effect that policy". Therefore, the "Indian Health Care Improvement Act" (Public Law 94-437) was enacted to implement the Federal responsibility for the care and education of the Indian people by improving the services and facilities of Federal Indian health programs and encouraging maximum participation of Indians in such programs, and for other purposes. Consisting of seven titles, the Act covers: (1) Indian Health Manpower, (2) Health Services, (3) Health Facilities, (4) Access to Health Services, (5) Health Services for Urban Indians, (6) American Indian School of Medicine—Feasibility Study (to determine the need for, and the feasibility of, establishing a school of medicine to train Indians to provide health services for Indians), and (7) Miscellaneous (reports, regulations, implementation plan, leases with Indian tribes, and availability of funds). (NQ)

ED 137 031 32 RC 009 809

Building a Rural Health System.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.—DHEW(HSA)-76-15028

Pub Date 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Support, \*Conceptual Schemes, \*Delivery Systems, Financial Support, Health Facilities, Health Programs, \*Health Services, \*Models, Needs Assessment, \*Primary Health Care, \*Rural Areas, Transportation

The distribution of health professionals, particularly physicians and dentists, has been especially critical for rural America. An effective lasting solution will depend not only on economic incentives but on the development of a health care delivery system that links providers to hospitals, decreases professional isolation, and utilizes physician extender personnel in isolated areas. Before building a health system, the community must consider four basic issues: (1) need—are there enough people to require the services of one or more physicians? (2) feasibility—is the community able to financially support health care personnel and facilities? (3) existing health care sources—where does the population currently obtain health care? and (4) linkages—are major health resources accessible and available in the larger region for required backup services? The health system should address the population's needs for all three levels of care—primary, secondary, and tertiary. Emergency medical service should be an essential component at all levels. Consideration should also be given to linkages with medical schools and health departments, transportation, and community and financial support. Seven models of the rural primary care center depicting various levels of organizational arrangements are described. (NQ)

ED 137 032 32 RC 009 810

Monsen, Marie

Evaluation Report: Micoosuke Day School, Southeast Agencies, June 1973. Research and Evaluation Report Series No. 06-A.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RER-06-A

Pub Date Aug 73

Contract—BIA-K51-C-142-00-694

Note—143p; Not available in hard copy due to marginal legibility of original document. For related document, see ED 128 130

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Achievement Gains, Adult Education, \*American Indians, \*Contracts, \*Day

Schools, \*Educational Assessment, Elementary Education, Enrichment Programs, Formative Evaluation, Language Development, Performance Specifications, Primary Education, \*Program Evaluation, School Personnel, Test Results

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Micoosukees

The Day School operated Head Start, Title I and VII, and Adult Education programs in addition to the basic K-6 curricula. The programs and curriculum emphasized attracting and retaining students. Of the 45 students enrolled during Fiscal Year 1973, 3 were "dropouts". Emphasizing language skill development, the basic curriculum consisted of English (reading spelling, speaking), arithmetic, Micoosukee language and culture, social studies, and some music, art, and geography. Divided into primary and elementary levels, instruction emphasized individualized learning. Various enrichment activities were available to the children—weekly sewing classes for girls and shop classes for boys; daily physical education; design making, bead-craft, and basketry taught by mothers; cooking; weekly movies; and monthly field trips. Focusing on the education program, the 3-day on-site evaluation determined how well program components met their objectives, and pointed out program component strengths and weaknesses. The evaluation indicated that the program was progressing steadily toward meeting its objectives. Appendices include: a copy of the school's contract, a Title I evaluation, outlines of teaching schedules, descriptions of the Adult Education programs along with enrollment data, examples of the school lunch menus, a "draft" of the school board manual, and a listing of the 1972-73 objectives for the primary grades. (NQ)

ED 137 033 32 RC 009 811

The Organization of the Office of Indian Education Programs. Research and Evaluation Report Series No. 39.00.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Report No.—RER-39.00

Pub Date Nov 75

Note—258p; Not available in hard copy due to marginal legibility of original document. For related document, see ED 130 816

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agency Role, \*American Indians, Change Strategies, \*Data, Federal Government, \*Historical Reviews, Letters (Correspondence), \*Organizational Effectiveness, Personnel, \*Policy Formation, Specifications

Identifiers—BIA, \*Bureau of Indian Affairs

Compiled to acquaint interested parties with Bureau of Indian Affairs (BIA) Central Office structure, this collection of official papers and reports reflects the organizational background of the BIA Central Office as ordered by the Secretary of the Interior in the spring of 1973 and as it emerged in the summer and fall of 1974. A very brief historical summation precedes the documentation and indicates the BIA Headquarters had been unstable for five years when, after much study, it was decided that the Central Office was to have fewer employees, perform a policy development and fiscal role, transfer all operational functions to Area Offices, employ the reduction-in-force method to reduce staff, and place the organizational structure of the Bureau in a lower priority than services to American Indians. The major portion of this document appears in its appendices as follows: Memo Re: Departmental Manual 130 DM 2-8; Meeting of Special Committee for Realignment of BIA Central Office; Central Office Realignment 1973; Policy Statements Relating to the Development of Realignment; Memo Re: Revised Functional Statements; Central Office Realignment 1974; Office of Indian Education Programs; BIA Central Office Education Functions and Their Organization; Memo Re: Justification for Over-Ceiling Positions—Education; BIA Central Office Organization Preliminary Proposal by the Commissioner of Indian Affairs; Central Office Education and the Indian Education Resources Center; "The Field Location of Central Office Personnel of the BIA Office of Education Programs". (JC)

**ED 137 034** RC 009 812

Sadler, Ronald A. Ching, C. T. K.

**Determinants of Educational Quality in Nevada.**

Nevada Agricultural Experiment Station Bulletin, B-32, February 1974.

Nevada Univ., Reno. Agricultural Experiment Station.

Spons Agency—Department of Agriculture,

Washington, D.C.

Pub Date Feb 74

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, Correlation,

Economic Status, \*Educational Quality,

\*Expenditure Per Student, Rural Areas, \*Rural

Urban Differences, \*School Districts, \*Student

Teacher Ratio, \*Teacher Education, Text

Results

Identifiers—ACT, American College Test,

\*Nevada, Regional Differences

The composite American College Test (ACT)

scores of 7,928 Nevada students (University of

Nevada Office of Counseling and Testing data for

the years 1968, 1970, 1971, and 1972) were used

as a measure of district educational quality to

investigate the relationships between educational

quality and various factors hypothesized to have

an effect upon quality. Specifically, the relationships

between educational quality and district

wealth, teacher training, rural-urban characteristics

of school districts, instruction costs per

student, and student-teacher ratios were

investigated. A statistical model with educational

quality as the dependent variable was formulated

and estimated by least squares. Major findings

were: a significant positive relationship between

educational quality and amount of teacher training;

differences in the educational quality of rural,

urban, and remote school district (rural

schools had higher levels of educational quality

than either urban or remote school districts);

positive relationship between educational quality

and the amount of money expended per student

on classroom instruction; a negative relationship

between educational quality and high student-

teacher ratios. It was concluded that ACT scores

do not measure all aspects of educational quality.

(JC)

**ED 137 035** RC 009 813

Sadler, Ronald A. Ching, C. T. K.

**Optimal School Location in Rural Nevada.**

Nevada Agricultural Experiment Station Bulletin, B-35,

February 1975.

Nevada Univ., Reno. Agricultural Experiment

Station.

Spons Agency—Department of Agriculture,

Washington, D.C.

Pub Date Feb 75

Note—18p.; Some parts may be marginally legi-

ble due to small print type of original

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Bus Transportation, \*Cost Effectiveness,

Curriculum, Distance, Educational

Quality, \*Models, Organization, \*Rural Areas,

School Districts, \*School Location, School

Size, \*Student Teacher Ratio, Transportation

Identifiers—\*Nevada

In order to investigate the interaction of cost,

quality, and efficiency in the provision of educational

services in rural Nevada, synthetic cost

functions were developed using a linear programming

transportation model to identify optimal

school district organization. Optimal school

district organization was defined for specific

levels of educational quality (breadth of curriculum),

student-teacher ratios, cost of transportation,

and maximum bussing distances for students

in the region. Alternative district organizations

were considered by varying these parameters and

observing sensitivity of optimal solutions. It was

found that by increasing the student-teacher ratio

from 20:1 to 30:1, operating costs would be

reduced by 17% and that transportation costs

would have to increase by over 200% before they

became a critical factor in the definition of optimal

district organization. Changing the assumed

bussing mileage limits did have a significant effect

on the location and size of schools in the region.

Assuming that no student could be bussed more

than 50 miles (one way) resulted in three schools

in solution. Assuming a 75-100 mile limit resulted

in only two schools in solution. The versatility of

the linear programming transportation model was

demonstrated in terms of its ability to provide

cost comparisons for changes in program sizes,

student-teacher ratios, permitted school locations

patterns, bussing costs, and changes in permitted

bussing distances by students. (Author/JC)

**ED 137 036** RC 009 814

Stokley, Gary M. Deseran, Forrest A.

**Definitions of Housing Situations: Outsiders vs. Insiders in Rural Communities.**

Louisiana State Univ., Baton Rouge. Agricultural

Experiment Station.

Spons Agency—Department of Agriculture,

Washington, D.C.

Pub Date Feb 77

Note—27p.; Paper presented at the Southern Association of

Agricultural Scientists Meeting

(Atlanta, Georgia, February 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, Age Differences,

American Indians, \*Attitudes, Blacks, Caucasians,

Community Characteristics, \*Correlation, Environmental Criteria,

\*Housing Needs, Income, Living Standards, \*Racial Differences,

Rural Areas, Sex Differences, Social Relations, Social Services,

\*Standards, Surveys

Identifiers—\*Louisiana, \*Quality of Life

Data derived from heads of households (50%

American Indian, 10% black and 40% white) living

in a large (a 25% sample) and a small rural

(a 50% sample) Louisiana community were used

in conjunction with a pictorial survey of the

respondents' houses to evaluate satisfaction with

housing in terms of both objective and subjective

housing indicators. The variables employed were:

subjective housing satisfaction; outsider housing

ratings; objective housing characteristics (con-

venience items, number of rooms, number of persons

per room, and residence type); resident

characteristics (age, income, education, sex, and

race); other subjective evaluation (best possible

vs worst possible situation and a series of 3 community

satisfaction scales based upon responses to a

21-item questionnaire re respondent's community).

Some findings were: correlations

between age and residence satisfaction, between

income and education and outward appearance

of residence, between race and satisfaction (non-

whites were less satisfied with their housing),

between housing appearance and race, and

between satisfaction with housing and satisfaction

with community services and social environment;

low correlation between outsider housing scores

and other subjective factors; no correlation

between housing satisfaction and physical environment

and between sex and housing satisfaction. It was

concluded that if the goals of housing

policy include improved quality of life, simple

objective measures of housing quality provide insufficient

data. (JC)

**ED 137 037** RC 009 815

Bluemle, Mary E.

**Natural Science of the Great Plains as it Relates to****the American Indian: A Syllabus and Sourcebook.**

Pub Date Dec 75

Note—233p.; Ed.D. Dissertation, University of

North Dakota, Grand Forks

Available from—Mary E. Bluemle, Ed.D.,

Leonard Hall, University of North Dakota,

Grand Forks, North Dakota 58202 (\$4.00 cost

of reproduction and postage)

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*American Indians, Climatic Factors,

Concept Formation, \*Curriculum Guides, Doctoral Theses,

Ecology, Geography, Geology, \*Higher Education, Lesson Plans, \*Natural

Sciences, Plant Science, \*Reservations (Indian), \*Resource Guides

Identifiers—\*North Dakota

Providing an Indian Studies field course in

natural science, this dissertation includes: a source-

book of pertinent reference materials; reservation

specific sample lesson plans; natural science

roadlogs; a syllabus designed to stress natural

science processes and to serve as a unifying factor

for field work, lecture, and course discussions.

Emphasis is on geographical and ecological concepts,

climatic and geological processes, and the natural

habitats of North Dakota including discussion of

North Dakota vertebrates and early man and his environment,

geologic features and history, vegetation and animal life

of each of the four North Dakota American Indian reservations.

The following processes are identified as being

used in the development of the syllabus and source-

book: research and experimentation in teaching

methods; design and implementation of a natural

science field course based upon the syllabus; field

observations of North Dakota geology and biology;

interviews with resource persons on the various

syllabus topics; and a study of pertinent

literature. Maintaining that American Indians

identify strongly with natural science concepts

because their cultures have traditionally reflected

the inter-relationship between man and nature

and man's dependency upon nature, this thesis

presents extensive information relative to the

Turtle Mountain, Fort Berthold, Devils Lake

Sioux, and Standing Rock Sioux Indian reservations.

(Author/JC)

science field course based upon the syllabus; field observations of North Dakota geology and biology; interviews with resource persons on the various syllabus topics; and a study of pertinent literature. Maintaining that American Indians identify strongly with natural science concepts because their cultures have traditionally reflected the inter-relationship between man and nature and man's dependency upon nature, this thesis presents extensive information relative to the Turtle Mountain, Fort Berthold, Devils Lake Sioux, and Standing Rock Sioux Indian reservations. (Author/JC)

**ED 137 038** RC 009 816

Malassis, Louis

**The Rural World: Education and Development.**

United Nations Educational, Scientific, and Cultural

Organization, Paris (France).

Pub Date 76

Note—128p.

Available from—UNIPUB, Box 433, Murray Hill

Station, New York, New York 10016 (\$12.90)

**Document Not Available from EDRS.**

Descriptors—\*Agriculture, Books, Continuous

Learning, Developing Nations, \*Educational

Objectives, \*Educational Philosophy, Food, Futures

(of Society), \*International Relations, Policy

Formation, Population Growth, Recognition,

\*Rural Development, \*Rural Population, Theories

Calling for an international educational policy

that would relate all education to the rural world

and agriculture, this book is directed toward the

developing nations and maintains: all citizens

must be made aware of the importance of

agriculture in the process of socioeconomic

development; rural subjects should be included

in education in general to enable everyone to have

a comprehensive picture of the area in which he

lives; education should be placed foremost in the

service of democracy, which demands participation

in the decision making process; the distinction

between "general" and "technical" education

must be replaced by a scientific/technical

humanism stressing the value of workers, particularly

agricultural workers; the educational system

must provide mobility on the vertical and

horizontal planes as well as offer a wider range of

options; education should become a lifelong

process. Chapters are titled and subtitled as follows:

(1) Development and Education (growth,

progress and development and societies and educational

systems); (2) Integration of the Rural

World into the Process of Development (agriculture

and development and the creation-dissemination

system in agriculture); (3) Integration of the

Rural World into the Over-All Educational

System (basic principles of the educational

system; specific forms of rural and agricultural

educational and integration problems, and introduction

to the programming of rural and agricultural education).

(JC)

**ED 137 039** 32 RC 009 817

Rice, Joseph P.

**California Mini-Corps Annual Evaluation Report,****1976.**

Butte County Superintendent of Schools,

Oroville, Calif.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washington,

D.C. Div. of Compensatory Education.

Pub Date Oct 76

Note—320p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

Descriptors—Academic Achievement, Achievement

Gains, Administrator Education, Annual

Reports, Career Education, \*Educational Programs,

Ethnic Origins, \*Field Experience Programs,

Followup Studies, Health Occupations

Education, \*Higher Education, Human Services,

Inservice Education, Internship Programs,

\*Migrant Education, Preservice Education,

Program Evaluation, \*State Programs, Student

Evaluation, Summer Programs, Teacher

Interns, \*Work Experience Programs

Identifiers—\*California Mini Corps, Elementary

Secondary Education Act Title I

During the 1975-76 academic year, the California

Mini-Corps, a component of the California

Plan for the Education of Migrant Children, consisted

of a summer and a school-year Teacher

Assistant Program, the Medi-Corps Paramedical

Program, a Teacher Intern Program, and an Administrative

Trainee Program. Methodological approaches used to

directly evaluate these five com-



ponents were student examinations, professional ratings of job performance, field observations, self-analysis and appraisal techniques, quantification and validation of job activities, follow-up studies, measurement of client benefit, and management studies and reports. In general, the Teacher Assistant Programs were the most highly successful. The Medi-Corps Program showed great improvement over the 1975 programs, i.e., workload relevancy, importance of supervisory services, and growing excellence of the preservice workshop courses. The Intern and Trainee programs needed professional, full-time supervision, separate sets of performance objectives, and a readjustment of workloads to better reflect the aspirations and abilities of the graduate students. This report also includes the followup study of ethnic background, migrancy, and careers of former students; student academic profile for active students; and a summary of the recommendations. (NQ)

**ED 137 040** RC 009 818

Kendrick, Elise F., Ed. *And Others*  
1976 Annual Report (Including Transition Quarter) - Appalachian Regional Commission. Appalachian Regional Commission, Washington, D.C.

Pub Date 77

Note—161p.; For related documents, see ED 107 415, ED 124 369

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Annual Reports, Child Development, Community Development, \*Economic Development, Educational Programs, Energy, Health, Housing, Income, Labor Force, Land Use, Natural Resources, Population Trends, \*Rural Areas, \*Social Services, \*Tables (Data), \*Transportation

Identifiers—\*Appalachia, \*Appalachian Regional Commission

Covering the 1976 fiscal year and the one-time transition quarter of July 1, 1976 through September 30, 1976, this annual report on the Appalachian Regional Commission (ARC) presents narrative and tabular data re: (1) A Year of Strengthening the Partnership (highlights on the Federal, state, and local partnership which constitutes ARC); (2) Growth (transportation, housing and community development, and enterprise development); (3) Human Services (health, education, and child development); (4) The Land (energy, environment, and natural resources); (5) Development at the Local Level; (6) Finances; (7) Appendices (project totals approved; population, labor force, unemployment, and income statistics; and local development district list and map). Among the 1976 highlights reported here are: the strengthening of the development and planning process via more tightly controlled state planning, increased local participation, and preparation for development of a regional plan; extension of the nonhighway programs through fiscal year 1979 and the highway programs through fiscal year 1981; development of area-wide action programs among 50% of the local development districts; preparation of "Questions for Appalachia", a preliminary document re the regional plan that identifies conditions and issues; a resolution coming out of the energy symposium to accelerate roadway construction essential to energy resource transportation. (JC)

**ED 137 041** 32 RC 009 819

California Master Plan for Migrant Education: A Guide for Migrant Education at a Glance in California.

California State Dept. of Education, Sacramento. Div. of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Report No.—PL-93-380

Pub Date Dec 76

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Ancillary Services, \*Educational Objectives, Elementary Secondary Education, \*Evaluation Methods, Interagency Cooperation, \*Migrant Education, Organization, Program Guides, \*Regional Programs, School Personnel, \*State Programs, Supplementary Education

Identifiers—\*California, Elementary Secondary Education Act Title I, ESEA Title I

The guide provides a brief overview of the 1976-77 California Migrant Education Program,

which will directly benefit 88,880 children of interstate, intrastate, and 5-year provisional migrant farmworkers and fishermen. Information given pertains to: the enabling Federal and State legislation, the number of students, grade span, total contract award for the year, program areas and objectives, evaluation design, approaches for providing supplementary services, the nine regional offices, ancillary services, cooperating offices and agencies, volunteer groups, and the eligibility of the migrant children for the various services. Information for each regional office includes: the director and superintendent's name; address and telephone; total contract award; number of counties, districts, and schools served; and the number of resource teachers, paraprofessional classroom personnel, and supportive personnel. (NQ)

**ED 137 042**

Kaufman, Harold F.

Community Development Working Papers: Conceptualization for Practice in Town and Country. Mississippi State University Social Science Research Center, Report 45, March 1975.

Mississippi State Univ., State College. Social Science Research Center.

Pub Date Mar 75

Note—50p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Agency Role, Centralization, Community Cooperation, \*Community Coordination, \*Community Development, Models, Organizations (Groups), Regional Planning, Research, \*Rural Areas, Social Services, \*Social Structure, \*Speeches, Theories

Focusing upon the central problems of effective community practice in town and country areas, the four speeches in this collection emphasize some key analytical notions in what has been termed an interactional or activity field conception of community. Among the ideas emphasized are the complexity/integration and the coordination/integration of community structure and the coordinating association and the service agency as key organizations in community development. The four papers are titled and subtitled as follows: (1) "Community Development: Dialectics in Practice and Theory" (Technology and Community Structure; Community Structures and Processes; Multiple Fields and Goal-Structure Interaction; Community Coordination and Development Models); (2) "Two Basic Structures in the Development of the Modern Community" (Community Coordinating Structures; The Service Agency; Basic Structures, Development Models, and Goal Attainment); (3) "The Multi-County Area as a Community" (The Social Field Perspective; The Emerging Rural-Urban Locality; Two or More Fields in a Multicounty Area; Type of Field and Nature of Integration; Integration of the Multicounty Area); (4) "The Community Association and Comprehensive Development" (Structural Dimensions; New Structures and Projects; The Coordination of Organization; Use of External Resources; Local Development and Community Theory). (JC)

**ED 137 043**

Lacayo, Carmela G.

Research and the Hispanic Elderly.

Pub Date 14 Jan 77

Note—9p.; Paper presented at the Research Utilization Project/The Generation Connection, Texas State Department of Public Welfare Conference (McAllen, Texas, January 14, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Gerontology, \*Older Adults, \*Research, \*Research Needs, Research Problems, Research Utilization, \*Senior Citizens, \*Spanish Speaking

The current status of research on the Hispanic Elderly indicates that very little has been written. Most of the published material is dated, unreliable, inconclusive, and scattered throughout the historical and social literature world. To date, research regarding the Hispanic Community is seriously defective both statistically and in its sociological interpretation. This research is usually directed in such a way as to reveal what the "present status" is rather than what the problems' root causes are. Since research on the Hispanic Elderly does not involve a homogeneous community, researchers are seldom prepared for the wide cultural and socioeconomic spectrum

exhibited in the Hispanic Community. The utilization of Hispanic researchers would do much to alleviate the problems posed by multi-ethnic composition, and the lack of comprehension on the part of the Hispanic Elderly. Therefore, efforts must be made to attract qualified Hispanic students into the field of Gerontological Research. Training programs should be initiated for non-Hispanic researchers to orientate them to pertinent ethnic considerations that will prepare them to produce meaningful research. Also the participation of the Hispanic Community in planning and implementation would greatly facilitate research efforts. Research must be coordinated on the national level to preclude duplication and promote cross-fertilization of innovative techniques and knowledge. (NQ)

**ED 137 044**

A Guide to Census Takers: Methods and

Procedures.

New York State Regional Planning Center, Albany. Migrant Census Office.

Pub Date Oct 76

Note—34p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Accountability, Census Figures,

\*Data Collection, Definitions, Flow Charts, Grouping Procedures, Guidelines, \*Identification, Methods, \*Migrant Children, \*Migrants, \*Occupational Information, Records (Forms), Tracking

Identifiers—\*Census Takers, New York

Basic function of a migrant Census Taker is to identify eligible migrant children, 0-20 years old, residing within a designated area. Census Takers work part-time with school districts, migrant programs, and community agencies within the geographic area to set up procedures for relaying information on identified migrant children. Censuses are usually taken from March through December. Prepared by the Migrant Census Office, this booklet is intended for reference by Census Takers in their role of identifying eligible migrant children in New York. The booklet includes: a job description; guidelines for defining a migrant child and acceptable agricultural activities (employment examples are given); discussions of his role when approaching the migrant community and family, and his accountability to the Migrant Census and brief discussions of the flow charts, census reports (bilingual and preschool count, bi-weekly update, and county maps), terminal operator reports, migrant census profiles, and the New York State Tracking System. Attached are copies of the: ineligible family contact sheet; seasonal agricultural farmworker family census form; contact sheet; weekly summary sheet, expense and travel claim forms; Migrant Census Office flow chart (field procedures, census office, and information dissemination); and census count graph. (NQ)

**ED 137 045**

Herriott, Robert E.

The Rural Experimental Schools Program: Some Implications for Federal Reformers.

Pub Date 7 Apr 77

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 7, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Budgets, Change Strategies, Communication (Thought Transfer), Educational Innovation, \*Experimental Schools, \*Federal Programs, Formative Evaluation, \*Interagency Cooperation, Personnel, Planning, Problems, \*Program Descriptions, \*Program Evaluation, \*Rural Areas, Specifications

The National Institute of Education's (NIE) Experimental Schools (ES) program is described in terms of development and evaluation in this report on the ES rural component. Specifically, this report details the following: (1) Objectives and Procedures (competition requirements involving school districts of 2,500 or less in population, a local plan, comprehensive change, a five-year terminal Federal funding commitment, and participation in a research endeavor); (2) Relationship of ES/Washington to Local School Districts (the selection period of March 15-June 30, 1972; the planning period of July 1, 1972-June 30, 1973; production of an acceptable formal project plan as specified by Federal guidelines and interpreted by the Federal Project Officer; critical re-examination of assumptions in the initial "let-

ters of interest" submitted by the 10 chosen districts; prior approval by ES/Washington of budget and staff; an interactive process of plan review and revision; a commitment to comprehensive change; formative evaluation of project process; contracting for plan implementation; and the implementation period of July 1, 1973-June 30, 1976); (3) Implications and Recommendations (short-term feedback sessions involving both local and Federal officials; a vehicle to create a broker role between Federal and local officials; and a problem oriented manual on Federal-local relationships). (JC)

ED 137 046 RC 009 827

Straatman, Barbara Thompson, Janice  
College Level Financial Aid Opportunities for Migrant Students within the State University of New York. Second Edition, January 1977.

New York State Education Dept., Albany. Bureau of Migrant Education.  
Pub Date Jan 77

Note—76p.; For related document, see ED 121 542

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Admission Criteria, College Entrance Examinations, Directories, Educational Opportunities, Financial Needs, Grants, \*Higher Education, \*Migrant Youth, Post Secondary Education, Scholarships, \*State Schools, State Universities, Student Costs, \*Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—\*New York, \*State University of New York

Divided into three parts, this booklet is designed to assist guidance counselors and administrators in identifying financial programs which aid migrant students in obtaining a higher education within the State University of New York (SUNY) system. Part I lists 16 common student financial aid programs which are available within SUNY. These include grants or scholarships that do not have to be paid back, loans which do have to be paid back, work that provides assistance through hourly earnings, and benefits. The needs analysis services are explained. Booklets and other information available from the National Scholarship Service and Fund for Negro Students are listed. Part II contains information concerning general admissions requirements and college level credit by examination, i.e., Regents Scholarship Examination, Scholastic Aptitude Test, American College Test, College Level Examination Program, Education Opportunity Program (EOP), and Regents External Degree Program. The Educational Opportunity Centers are listed. Part III contains a list of SUNY colleges with information concerning admission requirements, financial aid, housing, and the EOP program. These include university and medical centers, arts and science colleges, specialized colleges, agricultural and technical colleges, and statutory and community colleges. A list of units within SUNY by county is appended. (NQ)

ED 137 047 RC 009 828

Resources in Migrant Education.  
State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 77  
Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Annotated Bibliographies, Annual Reports, Bibliographies, Directories, Early Childhood Education, \*Educational Programs, Elementary Secondary Education, Guidelines, Mexican Americans, \*Migrant Education, Migrant Health Services, Migrant Welfare Services, Program Descriptions, Program Evaluation, Reports, \*Resource Materials, Seasonal Laborers, \*Socioeconomic Influences, \*State Programs

Providing a comprehensive annotated listing of 193 publications on migrant education and related topics, this booklet is divided into five sections: (1) State Reports, (2) New York State/Bureau of Migrant Education, (3) National Farmworker Information Clearinghouse (NFIC), (4) Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), and (5) Miscellaneous. Guidelines for planning, implementing, and evaluating educational programs are contained under the "State Reports" section. Directories from the NFIC contain information

on various services in addition to education, within states identifying major migrant populations. ERIC/CRESS materials provide comprehensive bibliographical data on many educational programs for migrant children. These resources contain information which may be helpful in enhancing program continuity, aiding referral to other state programs, and identifying research sources. Migrant project directors, their staff, and other interested persons may obtain these publications through the Migrant Program Communications Office free of charge, when possible. Publications which are in short supply may be borrowed and returned. (NQ)

ED 137 048 RC 009 829

Butz, William P. Greenberg, David H.  
An Economic Methodology for Measuring the Benefits from Children.

Rand Corp., Santa Monica, Calif.  
Spons Agency—Rockefeller Foundation, New York, N.Y.

Report No.—R-1792-RF  
Pub Date Oct 75

Contract—RF73030(E7352)

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Children, \*Child Role, \*Developing Nations, \*Economic Factors, \*Family (Sociological Unit), Models, Predictive Measurement, \*Productivity, \*Research Methodology, Rural Population

A model for estimating the economic value of children is presented in this report designed to assist researchers of the less developed nations in assessing: amount and distribution of children's contribution to national output; the economic benefits of health, nutrition, and schooling changes; the persistence of rural people in having large families; and the failure of many traditional parents to use available schools, nutritious foods, and health care. The model attempts to tie investigation of child value to existing scientific literature; make explicit the conceptually ideal measure of child economic value; provide for separation of child economic value into components; and indicate how various combinations of data can be used to construct a number of alternative measures of child economic value. Viewing child economic value as the present discounted value of the stream of income and services each child provides his parents during their lifetime, this model concentrates on measuring/estimating the value of a child's productive activities in his parents' household and the value of his concurrent or subsequent cash in-kind contributions. Suggested measurement methods include 12 measures of child productivity used in conjunction with: parental expectations; actual past and present child contributions; and actual contributions from adult respondents to their parents. (JC)

ED 137 049 RC 009 830

Higher Education Opportunities for American Indians, 1971-1972. A Consortium of Haskell Indian Junior College (Lawrence, Kansas); Institute of American Indian Arts (Santa Fe, New Mexico); Southwestern Indian Polytechnic Institute (Albuquerque, New Mexico); Chilocco Indian School (Chilocco, Oklahoma).

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date Jan 71  
Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agencies, \*American Indians, Boarding Schools, \*Directories, Educational Objectives, Educational Philosophy, Employment Programs, Facilities, Grants, Higher Education, \*Post Secondary Education, \*Program Descriptions, \*Secondary Education, \*Student Financial Aid

Identifiers—BIA, Bureau of Indian Affairs  
Designed to assist American Indian youth in the school selection process, this directory of American Indian secondary and post secondary educational opportunities details programs and philosophies for five institutions. Specifically, this directory presents the following: (1) Post-High School Education and Training Programs Offered by the Bureau of Indian Affairs; (2) Haskell Indian Junior College (introduction, fact sheet, philosophy, flow chart and explanation, approved courses for employment assistance grants, and higher education grants); (3) Institute of Amer-

ican Indian Arts (philosophy, objectives, program, special financial assistance, flow chart and explanation, programs after completion of post-graduate study, fact sheet, major services to Indians, facilities, and locale); (4) Southwestern Indian Polytechnic Institute (philosophy, flow chart, and explanation of flow chart); (5) Chilocco Indian School (history and purpose, philosophy, objectives, flow chart and explanation, and program); (6) Appendix (employment assistance grants and services, veterans' benefits, and application form). (JC)

ED 137 050 RC 009 831

Services to Indian Head Start Grantees Under a Special Program (Office of Child Development, Department of Health, Education, and Welfare). Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.—HRD-76-141  
Pub Date 4 Nov 76

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*American Indians, \*Educational Assessment, Educational Finance, Federal Aid, Letters (Correspondence), Preschool Education, \*Program Attitudes, Program Content, Program Improvement, \*Relevance (Education), \*Special Programs, Staff Utilization, \*Technical Assistance

Identifiers—Idaho, Montana, \*Project Head Start, Wyoming

The Indian and Migrant Programs Division awarded a grant to an Indian-owned corporation to develop and help put into nationwide operation its specialized program of training and technical assistance. Due to congressional requests based on a constituent's complaint, a review was conducted to determine: the type of services provided to the projects; how project personnel felt about the benefits of the services to the projects; whether project personnel felt other services were needed; the role of local Head Start project officials in determining the types of services to be provided; and how the Division evaluated the corporation's performance. The review included: discussions with officials of the corporation, the Division, and the Office of Indian Child Services in Billings, Montana; an examination of their records; and interviews with project directors, facilitator/trainers, other personnel, and representatives of the Offices of Indian Child Services in South Dakota, Washington, Minnesota, and Illinois. Findings included: the majority of the project directors were satisfied with the corporation's services and believed that they were needed and usable; a major criticism was the lack of local input; and the main criticism by local projects appeared to be that they could not control and utilize available funding resources to solve local problems. (NQ)

ED 137 051 RC 009 832

Scott, Harold Williams, Valerie C.  
Mid-1974 Population Estimates for Non-metropolitan Communities in Arizona.

Arizona State Dept. of Economic Planning and Development, Phoenix.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Aug 74  
Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Average Daily Attendance, Electricity, Elementary Schools, \*Population Growth, \*Population Trends, \*Rural Areas, Rural Population, \*Tables (Data), Telephone Communication Systems, \*Utilities

Identifiers—\*Arizona

Rural Arizona population estimates were determined for 67 communities by computing a ratio of 1970 population to a 1970 population indicator and then multiplying the resultant persons per indicator times the 1974 value of the specific indicator. The indicators employed were: average daily elementary school enrollment (Arizona Department of Education for the school year 1973-74); postal boxes (U.S. Postal Service, as of July 1973); residential phone connections (Mountain Bell Company, as of March 1974); and electrical hookups (Arizona Public Service Company, as of December 1973). Tables were constructed presenting the results of population estimates for 67 communities for which the Community Development Section compiles community

profiles. A range of population was estimated because the data used to indicate population growth was not defined in a consistent explicit manner for each community. Thus, the estimates could not help but contain population in areas immediately surrounding the community. It was felt, however, that a range of population was a more realistic expression of the state of the art of population estimation. (JC)

ED 137 052

RC 009 833

Davis, James

Rocky Boy's Elementary School (Rocky Boy, Montana).

Pub Date 7 Apr 77

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, \*American Indians, Biculturalism, Bilingual Education, Budgets, \*Community Involvement, Educational Objectives, Educational Philosophy, \*Elementary Schools, Federal Aid, Federal Legislation, Financial Support, Models, \*Program Descriptions, Program Development, \*Reservations (Indian), \*School District Autonomy, Teacher Education

Identifiers—Chippewas, Crees, Montana, \*Rocky Boys Reservation MT

Describing the development of Rocky Boy Reservation's American Indian controlled elementary school, this paper addresses the following: Background (the Bureau of Indian Affairs day school era prior to 1960 and the transition in 1970 to a tribally controlled elementary school); Philosophy (equal emphasis on Chippewa-Cree and U.S. culture; parental, student, and community involvement; locally developed and designed curricula; individualized instruction, including study of tribal culture and government and the immediate environment); Program Description (physical education and recreation programs and a history research project funded via Title IV of the Indian Education Act of 1972; remedial reading and home school coordinator programs funded under Title I of the Elementary and Secondary Education Act; and a bilingual program); Governance (support by the state of Montana for local control; an all Indian Board of Trustees; and role clarification for the superintendent, principal, and school board members); Financing (a \$1,000,000 budget supported by a 25% Federal contribution under Public Law 874, categorical Federal grants, limited state funds, and no tax effort); Staffing Problems (development of a locally based teacher education program to counter the problems of isolated geographic location and poorly prepared Anglo teachers); Effects of Indian Control (enhanced self images and greater participation producing a model school). (JC)

## SE

ED 137 053

SE 020 505

Palmer, D. G.

Bank of Items for H.S.C. Biology Level III and Division 1 with Computerized Self-Moderation and Error Analysis Procedures Using the Items from the Bank.

Tasmanian Education Dept., Hobart (Australia). Pub Date 75

Note—145p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Biology, \*Evaluation, \*Item Banks, Measurement, Multiple Choice Tests, Norm Referenced Tests, \*Science Education, \*Secondary Grades, Test Construction, \*Tests

Identifiers—Australia (Tasmania)

This publication presents an organized collection of biology questions, designed for use in evaluation at the secondary level in Tasmania. Each item has been tried for quality and is accompanied by its difficulty percentage as well as by its content area and the mental processes required to answer it. The content areas include: Diversity, Interrelationships, Change, Living World, Organs and Systems, Interaction and Maintenance, Cellular Level, Continuity, and Evolution. The mental processes include: knowledge, comprehension, application and analysis. A Self-Moderation Scheme, designed to

compare a school's or class' performance on an entire test with that of other schools, is discussed. An Error Analysis Procedure, designed to provide for a comparison of a school's or class' performance on items within each content area of the test with the performance of other schools, is detailed. (BT)

ED 137 054

SE 020 611

Stronck, David R.

Changing Attitudes Toward Nutrition.

Pub Date [76]

Note—11p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Changing Attitudes, Educational Research, Health, \*Health Education, \*Higher Education, \*Nutrition, Nutrition Instruction, \*Student Attitudes

Identifiers—Research Reports

This study analyzed the effectiveness of a method for changing the opinions of students toward various issues related to nutrition. The method consisted of twenty-minute lectures with slides. The 219 college biology students completed four questionnaires containing 44 items. Questionnaire data indicated changes were usually in the direction favored by nutrition experts. Although the students tended to maintain their original opinions, the study indicated short presentations can be effective in changing attitudes on a wide variety of nutritional topics. (Author/BT)

ED 137 055

SE 020 857

Clamann, York H. Janke, Delmar L.

Mastery Levels of Three Important Biology Concepts by Junior High School Students.

Pub Date Apr 76

Note—15p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, \*Biological Sciences, \*Concept Formation, Educational Research, \*Fundamental Concepts, Grade 8, Instruction, Junior High Schools, \*Learning, \*Science Education, \*Secondary Grades

Identifiers—Research Reports

In this study, the first three of a panel-judged list of important biology concepts were utilized to determine their mastery level in 75 eighth-graders. The instrument, designed to measure the level of mastery, was based on Frayer's model measuring total, classificatory, and formal concept attainment according to Klausmeier. It was found that the three measured concepts were rank-ordered, with classificatory attainment higher in each concept than formal attainment. (Author/BT)

ED 137 056

SE 021 163

Environmental Education Curriculum Infusion Units for Grades 7-12.

New York State Education Dept., Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [75]

Grant—PL-91-516

Note—247p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Curriculum Guides, \*Environmental Education, Instruction, \*Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Resource Materials, \*Secondary Grades, \*State Curriculum Guides, Teacher Developed Materials

Identifiers—\*New York

This manual, developed with a grant from the United States Office of Education, Office of Environmental Education, contains ten interdisciplinary environmental education teaching units developed by teachers from the state of New York for use in the secondary grades. The units are referenced to the syllabuses of New York State and are designed to supplement or supplant some of the units normally used in instructional programs. The format of this publication is designed to facilitate the duplication of subject matter segments, individual worksheets, or single units. Units are provided for consumer education, English language arts, environmental studies, fine arts, health, industrial arts, mathematics, sciences,

and social studies. Learning activities within individual units contain syllabus and environmental references, objectives, procedures, related activities and resource materials. The appendices consist of: (1) a schematic of a curriculum design process; (2) categories of environmental issues; (3) environmental education instructional objectives; (4) environmental concepts defined; (5) environmental understandings; (6) an annotated list of other New York State Education Department environmental materials; and (7) a list of New York City curriculum references for the units in this manual. (BT)

ED 137 057

SE 021 285

Saveland, Robert N., Ed.

Handbook of Environmental Education with International Case Studies.

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland). Pub Date 76

Note—267p.

Available from—John Wiley and Sons, One Wiley Drive, Somerset, New Jersey 08873 (\$15.95)

Document Not Available from EDRS.

Descriptors—\*Case Studies (Education), \*Curriculum, \*Environmental Education, Evaluation, \*International Programs, \*Teacher Education, Teaching Methods, Youth

Identifiers—\*UNESCO

This handbook of environmental education was sponsored by the International Union for the Conservation of Nature (IUCN). It provides information on the methods of environmental education and promotes the exchange of details of new methods and materials. The book describes the present world position in environmental education and points the way for future developments. Among the topics discussed by the international writing team are: perspectives; curriculum design; method; materials, facilities and media; youth involvement and community action; evaluation; and teacher education. Each topic area is supplemented with illustrative case studies. A bibliography and a list of the case studies with contact addresses concludes this publication. (BT)

ED 137 058

SE 021 288

Ellis, Richard A.

Prior Membership in Outdoor-Oriented Youth Organizations: Its Relationship to Environmental Attitudes in Young Adults.

Pub Date 76

Note—73p.; M.S. Dissertation, The Ohio State University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Attitudes, \*Educational Research, Environment, \*Environmental Education, Group Membership, \*Higher Education, Masters Theses, \*Youth Clubs

Identifiers—Research Reports

This study sought to determine whether prior membership in the Girl Scouts, Boy Scouts, Campfire Girls, and 4-H related to favorable environmental attitudes, and whether prior members of these groups demonstrated significantly higher measures of these attitudes than non-members. The sample was comprised of 166 students from the College of Education of the Ohio State University. The instrument selected for the measurement of environmental concern was the Syracuse Environmental Awareness Test, Level III, Form D. In addition, a personal data questionnaire was utilized. Statistical analysis of the data found that no significant differences existed between the scores of prior members and prior non-members. No significant correlation was found to exist between duration of prior membership and attitude scores for the study population. On the basis of this study, prior membership in the specified youth organizations would appear to be of little consequence in the identification of individuals bearing environmental attitudes more favorable than the general population. (BT)

ED 137 059

SE 021 292

Resource Guide to Environmental Education in Colorado.

Colorado State Facilitator Project, Longmont.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 74



Note—224p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Directories, Educational Programs, Elementary Education, \*Environmental Education, Post Secondary Education, \*Program Descriptions, \*Resource Guides, \*School Districts, Secondary Education, \*State Surveys

Identifiers—\*Colorado, Elementary Secondary Education Act Title III, ESEA Title III

This resource guide to Colorado environmental education programs offers information on environmental programs currently in operation and services available to Colorado educators in environmental/conservation education. Information is provided on five programs that have been validated for national dissemination by the United States Office of Education. Forty-four elementary and secondary school environmental education programs in Colorado are described in two-page formats which include: title and location, grade level, objectives, narrative, evaluation, availability of materials, and special requirements. A listing of agencies and organizations in Colorado that provide educational resource material is provided. A detailed list of post-secondary institutions in Colorado and the resources they can provide is given. These resources include: courses, special programs or services, resource people, availability of materials, and costs. A listing of state environmental education resources conclude this guide. (BT)

ED 137 060

SE 021 295

Voelker, Alan M. Horvat, Robert E.

The Development of an Instrument for Determining the Nature of Elementary School Children's Environmental Decisions.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—2-E-026

Pub Date May 74

Grant—OEG-5-72-0045-509

Note—273p.; Contains light and broken type in Appendices; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Attitudes, \*Decision Making, Development, Educational Research, Elementary Education, \*Elementary Grades, Environment, \*Environmental Education, \*Evaluation, Instrumentation, \*Measurement Instruments, \*Test Construction, Testing

Identifiers—Research Reports

This report describes the formulation of a conceptual base for conducting research on elementary school children's orientation toward their environment and details procedures for developing a battery of instruments for measuring these orientations. A definition of environmental orientations is formulated. This definition is used to focus construction of instruments to generate information about elementary and middle school children's orientation towards their environment. Development (pilot and field-test) procedures are presented for three instruments. "Our World of Today/Tomorrow" uses a semantic differential to approximate children's orientation to the present and future world situation. "The Environment and Pollution" uses a Likert scale to approximate student's orientation to general pollution and environmental problems. "The Environmental Decisions Inventory" uses a Likert response format to approximate children's orientation to alternative solutions to specific environmental problems. Estimates of validity, stability, and reliability, and factor analyses are presented. (Author/BT)

ED 137 061

SE 021 299

The Nation's Science and Engineering Manpower Resources: 1974. Science Resources Studies Highlights, June 29, 1976.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-76-312

Pub Date 29 Jun 76

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Employment Statistics, Engineering Education, \*Engineers, Manpower Utilization, \*Occupational Surveys, Research, Science Education, Scientific Manpower, \*Scientists, Statistical Studies

Identifiers—\*National Science Foundation

This report presents data compiled by the Manpower Characteristics Study Group of the National Science Foundation (NSF) as part of a comprehensive program to measure and analyze the nation's science and engineering manpower resources for 1974. The data presented are based on three sources: the 1973 Survey of Doctoral Scientists and Engineers; the 1974 National Survey of Scientists and Engineers; and the 1974 Survey of College-Educated Men and Women. Tabulated data present: (1) characteristics of United States scientists and engineers for 1974; (2) distributions of employed scientists and engineers by field and sex; and (3) number of employed scientists and engineers by field and primary work activity. Comparisons between scientists and engineers in terms of demography and employment statistics are given. Results show that one scientist in four has earned a Ph.D. compared with one in twenty among engineers. The industrial sector of the economy provided the largest source of employment for both scientists and engineers, and research and development were the dominant activities of both scientists and engineers. (BT)

ED 137 062

SE 021 300

Reviews of Data on Science Resources, No. 27. Education and Work Activities of Federal Scientific and Technical Personnel, January 1974.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-76-308

Pub Date May 76

Note—23p.; Not available in hard copy due to marginal legibility of original document. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00381-3, \$0.40; Minimum charge of \$1.00 for each mail order)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Background, \*Employment Statistics, \*Engineers, \*Federal Government, Higher Education, \*Manpower Utilization, Newsletters, Occupational Surveys, \*Scientists, Statistical Data

Identifiers—National Science Foundation

This report examines the educational characteristics of science and engineering personnel employed by the Federal Government, including professional and non-professional personnel in non-science and engineering occupations who have their highest college level degree in science or engineering as of January, 1974. Information is provided on the following topics: Degree Levels of Federal Scientists and Engineers, Field of Highest Degree, Degree Levels at Selected Agencies, Work Activities of Federal Scientists and Engineers, Educational Levels of Federal Research and Development Engineers, Educational Levels of Science and Engineering Support Personnel, and Scientists and Engineers in Non-Science and Engineering Occupations. Tables showing the distribution of scientists and engineers by occupational group and government agency, highest degree held and selected agency, and occupations of federal scientists and engineers with degrees, are presented. (BT)

ED 137 063

SE 021 301

Marine Activity Dynamics (M.A.D.). Unit S.

Rhode Island State Dept. of Education, Providence. Education Information Center.

Pub Date [76]

Note—29p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Biological Sciences, \*Curriculum Development, \*Curriculum Guides, \*Elementary Grades, Environmental Education, Grade 5, Instructional Materials, \*Learning Activities, \*Oceanology, Science Education

Identifiers—\*Rhode Island

This curriculum guide describes an activity-oriented marine study program, designed for use with middle school children (grade 5). The content focuses primarily upon the life sciences, with some emphasis on chemistry and geology. Following the development of a rationale for the inclusion of marine sciences in the school curriculum, a middle school/marine science educational philosophy is presented. The basis for the selection of marine science education topics is detailed. Lesson topics include: marine biology,

fish adaptations, studies in unusual fish, commercial and soft-bone fish, marine geophysics, reptiles and mammals of the sea, waterfowl, conchology, algae, cephalopods, and crustaceans. Objectives are specified and concepts identified for each topic. Several individualized student learning packets are described. Sections on water pollution and chemical ocean studies conclude this guide. (BT)

ED 137 064

SE 021 528

Lantz, H. B., Jr.

Water Pollution. Project COMPSEP.

Orange County School Board, Va. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—31p.; For related document, see SE 021 529; Not available in hard copy due to marginal legibility of original document

Available from—Title III Environmental Education Center, Orange County High School, Orange, Virginia 22960 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Environment, \*Environmental Education, \*Instructional Materials, \*Natural Resources, Pollution, Science Education, \*Secondary Education, \*Teaching Guides, Water Pollution Control, \*Water Resources

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This is an introductory program on water pollution. Examined are the cause and effect relationships of water pollution, sources of water pollution, and possible alternatives to effect solutions from our water pollution problems. Included is background information on water pollution, a glossary of pollution terminology, a script for a slide script program, actions that can be taken to reduce water pollution, and a few suggested activities. The materials are designed for students at the secondary school level. (RH)

ED 137 065

SE 021 529

Lantz, H. B., Jr.

"No Deposit - No Return" What's It Costing Me? A Complete Program of Action.

Orange County School Board, Va.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Note—42p.; For related document, see SE 021 528; Not available in hard copy due to marginal legibility of original document

Available from—Title III Environmental Education Center, Orange County High School, Orange, Virginia 22960 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Conservation (Environment), \*Environment, Environmental Education, Higher Education, \*Instructional Materials, \*Legislation, Natural Resources, \*Pollution, \*Secondary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Solid Wastes

This booklet of materials on how to achieve beverage container legislation is the culmination of efforts of many people including students. Included in the booklet is the script to (1) a slide presentation, (2) a copy of the Oregon Bottle Bill and a progress report, and (3) a fact sheet regarding the effect of beverage containers on raw materials, energy, litter, and economics. (RH)

ED 137 066

SE 021 667

Directory of Engineering Education Institutions: Africa, Asia, Latin America.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—340p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (\$15.85)

Document Not Available from EDRS.

Descriptors—\*Directories, \*Engineering Education, Foreign Countries, \*Higher Education, Institutions, Science Education, \*Universities

Identifiers—Africa, Asia, Latin America, UNESCO

This directory presents data on 458 degree-awarding engineering education institutions in countries in Africa, Asia, and Latin America. Data include the general educational pattern of

the country and specific institutional information such as: structure, staff, enrollment, research, specializations offered, address, academic period, admissions requirements, languages of instruction, and references to contact for additional details. (SL)

ED 137 067

SE 021 909

Greening, Gary A.

A Science Assessment Program for Kindergarten and First Grade Students.

Pub Date [76]

Note—50p.; A 1976 Ohaus-NSTA Award winning paper; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Measurement, Elementary Education, \*Elementary School Science, \*Evaluation, \*Instructional Materials, Kindergarten, Kindergarten Children, \*Learning, Science Education, \*Science Units

Presented are science units for kindergarten and first-grade classes which include one or more non-verbal test items constructed to determine whether the student has learned the material presented in the unit. Units include: light, senses, gerbils, beans and peas, animal activities, and hatching chicks. (SL)

ED 137 068

SE 021 913

Vermilye, Gretchen, Ed. Blanpied, William A., Ed.

Proceedings of the Seminar End-Use Regulation: Beginning the Debate.

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—AAAS-Pub-76-R-1

Pub Date Feb 76

Note—116p.; Contains occasional light type

Available from—American Association for the Advancement of Science, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Conference Reports, Conservation (Environment), Ecology, \*Energy, \*Energy Conservation, Environment, \*Environmental Criteria, Federal State Relationship, \*Policy Formation, \*Regional Planning

Identifiers—\*Minnesota

Reported are the proceedings of an energy end-use regulation seminar held in October, 1975, at Chanhassen, Minnesota, to review the possibilities and effects of implementing energy use legislation in the state of Minnesota. This conference was one of four seminars held by the American Association for the Advancement of Science throughout the United States in 1975 and 1976 regarding regional energy policy planning. (SL)

ED 137 069

SE 021 923

Goldberg, Edward D.

The Health of the Oceans.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—172p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conservation Education, \*Ecology, Environment, \*Global Approach, \*Instructional Materials, \*Marine Biology, \*Oceanology, \*Pollution, Science Education, \*Water Pollution Control, World Problems

Identifiers—UNESCO

International scientific literature is used to review relevant data concerning pollution of the world's oceans. Chapters 1, 8 and 9 address themselves to the problems of international control of marine pollution. Chapter 1 introduces the importance of the time factor, revealing information on how long it takes a pollutant to reach an undesirable level, how long it will take that level to become acceptable upon removal of the pollutant supply, and how long it takes governmental agencies to react following discovery by scientific assessment or catastrophe. Modes of predicting potential pollutants are examined in Chapter 8; Chapter 9 reveals strategies for global monitoring of pollutants. Chapter 2 discusses the dynamics (transport paths, fluxes, mass-balance models, historical records) of marine pollutants. Chapters 3-7 define and detail the five major groups of

ocean pollutants. Biological and environmental impacts are assessed for each of the following synthetic halogenated hydrocarbons (DDT, PCBs, HCB, Mirex, etc.), radioactive materials, heavy metals (e.g., lead, mercury, cadmium), petroleum hydrocarbons (crude oil, refined products, and biogenous hydrocarbons), and litter. Included is such information as pollutant mobilization by man or nature, measurements of the levels of pollutants in water, air, and sediments, and impacts on living systems. (CS)

ED 137 070

SE 021 925

Kraft, Rosemarie Harter

An EEG Study: Hemispheric Brain Functioning of Six to Eight Year Old Children During Piagetian and Curriculum Tasks with Variation in Presentation Mode.

Pub Date 76

Note—314p.; Ph.D. Dissertation, The Ohio State University; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—\*Concept Formation, Curriculum, \*Educational Research, Electroencephalography, \*Elementary Education, Elementary School Science, \*Lateral Dominance, \*Learning, \*Psychological Studies

Identifiers—\*Piagetian Tasks, Research Reports  
Investigated was the lateral asymmetry in children's hemispheric brain functioning during performance of Piagetian and curriculum related tasks. Six subproblems were investigated. Eighteen right-handed children, ages six to eight years old, were given electroencephalograms while performing a battery of tasks: Piagetian conservation tasks, Piagetian temporal tasks, spatial tasks, and curriculum related tasks. It was concluded that tasks which had initial visio-spatial components during the stimulus period tended to elicit right hemispheric activity during that period. If that task had verbal or logical components during the subsequent response period, then left hemispheric activity tended to be elicited; high performers tended to show a greater proportion of right hemispheric activity during the subsequent response period. Consistent patterns of hemispheric functioning were identified in children having the same sex and hand-eye dominance. (RH)

ED 137 071

SE 021 971

Cohen, Martin Paul

Interest and Its Relationship to Problem-Solving Ability Among Secondary School Mathematics Students.

Pub Date 76

Note—111p.; Ph.D. Dissertation, The University of Texas at Austin; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Doctoral Theses, \*Educational Research, Grade 8, Mathematics Education, \*Problem Solving, Secondary Education, \*Secondary School Mathematics, \*Student Interests

Identifiers—Research Reports

This study tested the existence of a positive relationship between interest and problem-solving ability when problems were set in the area of interest among secondary-school students. Three parallel forms of a verbal problem-solving test, corresponding to the interest areas of outdoor, computational, and scientific, were constructed by the investigator. It was intended that only one feature of the problems on each of the three parallel forms was designed to be equivalent (e.g., reading level, verbal clues, mathematical operations involved, computational difficulty). The Kuder General Interest Survey was administered to 305 eighth-grade mathematics students in one school district. Next, students were randomly assigned, by sex, to each of three problem settings (outdoor, computational, and scientific). The problem-solving test with content reflecting outdoor interest was administered to those students who had been randomly assigned to the outdoor problem-setting group. A similar procedure was followed for the students randomly assigned to the computational or scientific problem-setting groups. Results showed that it was not possible to predict the type (context) of problem on which a student will be most successful based on a knowledge of the student's interests alone, nor on knowledge of the student's interests and arithmetical reasoning ability. (Author/DT)

ED 137 072

SE 021 975

Loggins, Donald

Bibliography on the Natural History of an Urban Area: New York City. Council of Planning Librarians, Exchange Bibliography 990, Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 76

Note—15p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, \*Biology, Botany, Elementary Secondary Education, Environment, Higher Education, Natural Resources, \*Organizations (Groups), \*Publications, \*Urban Areas, Zoology

Identifiers—\*New York (New York)

This is a bibliography of publications related to the natural history found in New York City. Most of the books cited were published in the last 20 years. All of the books listed are available on loan from Brooklyn or New York Public Libraries. In addition, pamphlets, materials in the ERIC system, and organizations are listed. (RH)

ED 137 073

SE 022 004

Babbs, Carl A.

Developing and Testing a Pilot Module Program for Physical Science.

Pub Date 76

Note—125p.; Ed.D. Practicum, Nova University; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Achievement, \*Attitudes, \*College Science, Community Colleges, Educational Research, Higher Education, \*Instruction, \*Physical Sciences, \*Science Courses, Science Education, Science Units

Evaluated were undergraduate college students in a basic physical science course. Students were instructed by a modular approach and a conventional lecture and discussion approach. No significant differences were found in content achievement or attitudes. (RH)

ED 137 074

SE 022 006

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter Number 65, A Look at Achievement Test Score Declines.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Nov 76

Note—21p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, Colorado 80302 (free)

Document Not Available from EDRS.

Descriptors—\*Achievement, \*Biological Sciences, Biology, Curriculum, Elementary School Science, \*Elementary Secondary Education, Instruction, \*Instructional Materials, Newsletters, \*Science Education, Secondary School Science

Identifiers—\*Biological Sciences Curriculum Study, BSCS

This newsletter reviews declines in achievement test scores. American College Testing (ACT) program, Scholastic Aptitude Test (SAT), and National Assessment results are reviewed by geographic regions, age groups, sex, race, community type, and order of birth. Results in subject matter areas for 1965-66 and 1975-76 are also reviewed. Conclusions reached are that declines in achievement test scores are real, but the major cause for the decline is not the schools, but is instead due to complex societal factors. Also included is a listing of Biological Sciences Curriculum Study (BSCS) area consultants, and a description of the third edition of Biological Science: Interaction of Experiments and Ideas. (SL)

ED 137 075

SE 022 012

Terry, Mark Witt, Paul

Energy and Order or If You Can't Trust the Law of Conservation of Energy, Who Can You Trust?

Friends of the Earth Foundation, San Francisco, Calif.

Pub Date 76

Note—47p.; Not available in hard copy due to copyright restrictions

Available from—Friends of the Earth, 124 Spear Street, San Francisco, CA 94105 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Energy, \*Environment, \*Instructional Materials, \*Natural Resources, Secondary Education, \*Secondary School Science, \*Teaching Guides

This instructional program is designed to be used with grade 10 students for 4 to 5 weeks to help students to predict what will happen in a given energy situation. It is designed to lead students to an understanding of their personal energy use, to a realization of the moral nature of the assumptions underlying energy decisions, and to a belief that they can and should participate in decisions affecting their lives. Materials include: (1) Understanding Energy and Order - An Activity; (2) Energy and Order Primer - Presentation; (3) The Nuclear Accident - Presentation; (4) The Automobile Accident - Presentation; (5) The Population Accident - Presentation; (6) Understanding What's on the Bill - An Activity; (7) Understanding What's in the Container - An Activity; (8) The Green Revolution - Presentation; and (9) What's Keeping Us - Presentation. (RH)

ED 137 076

SE 022 013

Baez, Albert V.

*Innovation in Science Education - World-Wide.*

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—249p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (no price quoted)

Document Not Available from EDRS.

**Descriptors**—\*Curriculum, Developing Nations, \*Educational Innovation, \*Elementary Secondary Education, \*Higher Education, Innovation, Instructional Improvement, \*International Education, International Programs, \*Science Education, Sciences

**Identifiers**—\*UNESCO

The purpose of this book is to promote improvements in science education, world-wide, but particularly in developing countries. It is addressed to those in positions to make effective contributions to the improvement of science education. The world-wide role of science education, the goals of innovative activities, past experience in efforts to improve science education, and present trends in science education are reviewed in order to develop strategies for science education for the future. (Author/SL)

ED 137 077

SE 022 027

Fornoff, Frank, Comp.

*Beginning an Advanced Placement Chemistry Course, Edition Y.*

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date 76

Note—18p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (free)

Document Not Available from EDRS.

**Descriptors**—Advanced Placement, \*Advanced Placement Programs, \*Chemistry, \*Curriculum, Science Courses, Science Education, \*Secondary Education, \*Secondary School Science

This publication is intended to aid in the planning and implementation of Advanced Placement (AP) chemistry courses. Included are reports from high schools that have established such courses concerning costs, facilities, and instructional requirements. Also included are the free-response sections of the 1974 and 1975 AP Chemistry Examination, lists of chemistry texts and manuals commonly used, and schools sending and colleges receiving the most AP students. (MH)

ED 137 078

SE 022 099

Marcuccio, Phyllis And Others

*Metric (SI) Education and Science Instruction in the Elementary Schools, A Position Paper.*

National Science Teachers Association, Washington, D.C.

Pub Date Oct 76

Note—134p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

**Descriptors**—Annotated Bibliographies, Curriculum, \*Elementary School Mathematics, \*Elementary School Science, Elementary Secondary Education, Instruction, Mathematics Education, \*Measurement, \*Metric System, Resource Guides, Science Education

**Identifiers**—Research Reports

The status of metric education at the elementary school level is discussed in this paper. Elementary school curriculum, instructional materials, communication, scope and sequence, metric terminology and usage, teacher training, and educating the adult population are briefly covered. Metric implementation in the United States is summarized for each state and territory. Names and addresses of institutions and organizations involved with metric education are listed, their activities summarized, and metric materials which they have developed are noted. An annotated bibliography is provided, with entries organized into ten categories: teacher education materials, references for teachers, bibliographies, kits for students, student activities, games for students, audio-visual materials, books for students, charts, and hardware. Commercial suppliers of metric materials are listed. Appendices include a bibliography of articles from National Science Teachers Association (NSTA) journals; lists of elementary science curriculum projects, elementary science textbook series, and science textbooks for teacher training; and reproductions of RESOURCES IN EDUCATION (RIE) abstracts from ERIC on metric education. (DT)

ED 137 079

SE 022 106

Buttel, Frederick H. Flinn, William L.

*Social Class and Mass Environmental Beliefs: A Reconsideration.*

Spons Agency—Wisconsin Univ., Madison.

Pub Date Aug 76

Note—24p.; Paper presented at the annual meeting of the Rural Sociological Society, New York, August 1976; Not available in hard copy due to marginal legibility of original document  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Adults, \*Attitudes, Educational Background, \*Environment, Prediction, \*Predictor Variables, \*Research, Research Reviews (Publications), Social Class, \*Socioeconomic Influences

The previous literature on the socioeconomic correlates of environmental concern places great stress on the middle class being more supportive of environmental agendas than the working or lower socioeconomic class. The authors believe that methodological problems in this research and the theoretical implications of the middle class generalization warrant an empirical reconsideration. Social class indicators explain relatively little variance in environment attitudes. Education explains virtually all the variance in environmental attitudes accounted for by "class." Education is subordinate to age as a predictor, and much of the gross effect of education is the spurious result of high educational backgrounds of most young adults. (Author/RH)

ED 137 080

SE 022 108

*Educating Women for Science: A Continuous Spectrum. A One-Day Conference at Mills College, Oakland California, April 24, 1976.*

Stanford Univ., Calif. Center for Teaching and Learning.

Pub Date Apr 76

Note—251p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—College Science, Conference Reports, \*Conferences, \*Engineering, \*Females, Higher Education, Mathematics, Science Education, \*Sciences, Scientists, \*Womens Education

The complete proceedings of a one-day conference on educating women for science are presented. Career profiles for eight participants are followed by papers presented in 14 discussion groups. An alphabetical listing of American women scientists and their field of science is included. (MH)

ED 137 081

SE 022 109

*Elementary Environmental Learning Packet K-3, Third Revised Edition. [Primary CEL Blocks, Student Activity Cards].*

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—264p.; For related Intermediate Learning Packet, see SE 022 110; For the Second Revised Edition of Primary Teacher's Guide,

see ED 119 960; Not available in hard copy due to marginal legibility of original document  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Art, \*Elementary Education, \*Environment, \*Environmental Education, \*Instructional Materials, Language Arts, \*Learning Activities, Mathematics, Music, Outdoor Education, Primary Grades, Science Activities, Social Studies

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program consists of two levels: primary and intermediate. The learning materials are activity based and incorporate process and subject area skills with knowledge and concern for the environment. The program is also interdisciplinary including activities and skills from art, language arts, mathematics, music, science, and social studies. The materials in this primary set consist of student activity cards and resource materials. A glossary is provided; it is keyed to the activity cards. (RH)

ED 137 082

SE 022 110

*Elementary Environmental Learning Packet Grades 4-6, Third Revised Edition. [Intermediate CEL Blocks, Student Activity Cards].*

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—279p.; For related Primary Learning Packet, see SE 022 109; For the Second Revised Edition of the Intermediate Teacher's Guide, see ED 119 961; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Elementary Education, \*Environment, \*Environmental Education, \*Instructional Materials, \*Learning Activities, Outdoor Education, Science Activities, Social Studies

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program consists of two levels: primary and intermediate. The learning materials are activity based and incorporate process and subject area skills with knowledge and concern for the environment. The program is also interdisciplinary including activities and skills from several areas. The materials in this set for intermediate and upper grades consist of student activity cards and resource materials. A glossary is provided; it is keyed to the activity cards. (RH)

ED 137 083

SE 022 134

Greenfield, Donald R.

*Condensing Algebra for Technical Mathematics.*

Pub Date 76

Note—262p.; Ed.D. Dissertation, Nova University; Appendices B and C have been removed due to copyright restrictions; Contains light and broken type

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

**Descriptors**—\*Algebra, \*College Mathematics, Community Colleges, Curriculum, Doctoral Theses, Higher Education, Instruction, \*Instructional Materials, Mathematics Education, \*Research, Technical Education, \*Technical Mathematics

**Identifiers**—Research Reports

Twenty Algebra-Packets (A-PAKS) were developed by the investigator for technical education students at the community college level. Each packet contained a statement of rationale, learning objectives, performance activities, performance test, and performance test answer key. The A-PAKS condensed the usual sixteen weeks of algebra into a six-week period. An experimental group of 25 technical mathematics students completed the A-PAKS. Each member of the "traditional" group was selected from the total population of students taking technical mathematics during the years 1970-1975, and was matched to a student in the experimental group based on percentile scores on the standardized Hundred-Problem Arithmetic Skills Test. At the end of the A-PAK treatment, a standardized algebra test was administered to the experimental group and a student course-evaluation questionnaire was given. Results showed that the experimental group scored significantly higher ( $p < .05$ ) on the algebra test than the "traditional"



group. Results of the questionnaire showed that students liked the A-PAK procedure. Appendices include the A-PAKs, along with copies of the tests and the questionnaire given to the students. (DT)

**ED 137 084** SE 022 136

Sherman, Joel F.

The Development of a Computer Assisted Math Review for Physical Science Survey Students at Brevard Community College.

Pub Date Nov 75

Note—88p.; Ed.D. Dissertation, Nova University; Contains light type

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Community Colleges, \*Computer Assisted Instruction, \*Curriculum, Doctoral Theses, Evaluation, Higher Education, Instruction, Mathematics Education, \*Remedial Mathematics, \*Research, Science Education, Units of Study

Identifiers—Research Reports

A computer assisted mathematics review unit was designed for students enrolled in a community college physical science survey course, who had severe mathematical deficiencies in their backgrounds. The CAI program (written in BASIC) covered multiplication and division of numbers written in scientific notation. Thirty-five students who scored zero percent on a diagnostic test on exponential notation made up the experimental group using the CAI, while 82 other students received the traditional lecture approach over the same material. Findings showed that the CAI program was successful in meeting the course objectives. The investigator reported that the CAI group performed at an acceptable level of competence as compared to those students covering the material through the traditional approach, and that the cost of the CAI program compared favorably with other methods of individualized instruction. Appendices include a complete listing of the CAI program, details of the unit (including rationale, objectives, and a description of learning activities), and a copy of the diagnostic test. (DT)

**ED 137 085** SE 022 156

Tomera, Audrey N.

A Compendium of Values Clarification Research in Environmental Education at Southern Illinois University-Carbondale. Kindergarten through Middle School.

Pub Date Mar 77

Note—14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Contains occasional broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Research, Elementary School Science, \*Elementary Secondary Education, \*Environmental Education, \*Instruction, Secondary School Science, \*Social Responsibility, \*Values

Identifiers—Research Reports, \*Values Clarification

Four studies completed from 1973 to 1976 are described which focus on the relationship of knowledge to values clarification and/or value shifts with respect to environmental problems or issues. One-hundred twelve eighth graders were interviewed before and after a 12-week period of instruction in skills of conducting environmental education research plus an autonomous environmental education research study of the student's choosing. Seventeen fifth graders and 33 eighth graders first received instruction in skills of conducting environmental education research. They were pretested before the autonomous environmental research and then posttested. The experimental group within 50 sixth graders received a guided discovery treatment related to water use and importance to man. Forty kindergarten students were instructed in three components of the environment: air, sound, and solid waste. Data were gathered by opinionnaires or questionnaires verbally or in written form. Questions involving knowledge and values were asked. It was concluded that knowledge seems to influence values. (CS)

**ED 137 086** SE 022 178

Dunlop, David L. Fasio, Frank

A Comparison of Student Preferences and Actual Performance in Problem Solving Tasks Within a Piagetian Setting.

Pub Date Mar 77

Note—22p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cognitive Development, Cognitive Processes, \*Educational Research, \*Higher Education, \*Problem Solving, \*Secondary Education

Identifiers—\*Piagetian Research, Research Reports

The purpose of this study was to investigate the relationship between a student's stated preference for solving a problem and his/her actual problem solving methodology. Approximately 116 science students between the ages of 15 and 22 were given an 18 item abstract preference survey. Each student was interviewed and given the opportunity to solve three different tasks: (1) fossil identification; (2) a balance problem; and (3) an electrical circuit problem. Results included the following: (1) considering all tasks, there was a similarity in performances of males and females; (2) on tasks involving the fossil and electrical circuit, the shift of preference was from a concrete mode to an abstract mode; (3) on the balance task, the shift of preference was from abstract to concrete; and (4) college students were less likely to shift preferences; and (5) students' preferences for solving a hypothetical model may quickly change when the problem is real. (RH)

**ED 137 087** SE 022 180

Weber, Neil V.

A Quantitative Analysis of the Effectiveness and Use of the "Environmental Quality Newsletter": A Comparative Study of Free and Inexpensive Educational Materials.

Pub Date 76

Note—26p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Elementary Education, \*Environment, \*Environmental Education, \*Evaluation, \*Information Utilization, Newsletters, \*Publications, Use Studies

Identifiers—\*Free Materials, Research Reports

The purpose of this study was to analyze the effectiveness and use of a free educational resource, the ENVIRONMENTAL QUALITY NEWSLETTER. Four issues ranging in dates from Fall 1973 to Fall 1976 were selected for review. Data were gathered from elementary school teachers over a three year period of time. The analysis indicated teachers were using the newsletter, valued the learnings gained, committed time to using it, and perceived it as an effective educational resource. (RH)

**ED 137 088** SE 022 181

Shymansky, James A. And Others

A Computer Program Designed to Identify Behavior Patterns in Observational Data. Technical Report 12.

Iowa Univ., Iowa City. Science Education Center.

Pub Date Feb 77

Note—74p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior Patterns, Classroom Environment, \*Classroom Observation Techniques, \*Teacher Behavior, \*Teacher Evaluation

The technique of macroanalysis has been developed to facilitate the process of examining patterns of behavior. In this technique, sequentially recorded observational data are computer-analyzed in units of three or more codes. Behavior patterns that have been identified from observational data are collected so that the sequence of individual behaviors (codes) is preserved. The analyst decides the pattern length, which may vary from groups of one to five or more successive codes in the data. He/she also has the option of formulating patterns which include repetitive codes or of collapsing the repetitive codes. Collapsing codes reduces strings of repetitive codes into a single code. The following kinds of information are provided in the pattern analysis: pattern identification, listing options according to frequency or beginning character in the pattern, frequency and percentage of patterns, and raw data when the collapsing option is specified. User information, summary sheet of program options, and a sample printout are included. (CS)

**ED 137 089**

SE 022 182

Polin, Glenn M.

MACSYS: An Automated Curriculum System for Elementary Mathematics.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—CERL-R-X-48

Pub Date Aug 76

Grant—USNSF-C-723

Note—46p.; Contains occasional light type

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Curriculum, \*Elementary School Mathematics, Elementary Secondary Education, Instruction, Mathematics Education, \*Program Descriptions

Identifiers—\*PLATO

Details are given of the Elementary Mathematics Automated Curriculum System (MACSYS) used with fourth, fifth, and sixth graders at six elementary schools. The four decision-making components of MACSYS are discussed, the structure of the sessions in which the students interact with the computer is described, and the structure of the curriculum is explained. Seven different attributes of a lesson are analyzed, and the process for determining eligible lessons is described. (DT)

**ED 137 090** SE 022 228

Lunetta, Vincent N. Tamir, Pinchas

Cognitive Preferences in Biology of Students Participating in a Secondary Science Summer Program.

Pub Date Mar 77

Note—30p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Able Students, Biology, \*Cognitive Processes, Educational Research, Learning, Science Education, \*Secondary Education, \*Secondary School Science, Student Characteristics, Summer Science Programs

Identifiers—\*Cognitive Preference, Research Reports

Cognitive preferences of 177 able, science-oriented high school students who participated in a secondary science training program at the University of Iowa in the summer were studied. A Biology Cognitive Preference Test (BCPT) was administered, in which 20 items required ranking and 20 items required rating on a four-point scale. The items were also categorized under different biological topics. Statistical analyses revealed that the students had a very high preference for Questioning (Q), high preference for Principles (P), and low preference for Recall (R). There were no significant relationships between cognitive preferences and most of the background variables (sex, year in high school, general achievement, achievement in high school biology, hobby, etc.), which may be attributed to the homogeneity of the sample. (Author/CS)

**ED 137 091** SE 022 231

DeLuca, Frederick P.

Measurement of Logical Thinking: An Electronic Equivalent of Piaget's First Chemical Experiment.

Pub Date Mar 77

Note—13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Chemistry, Cognitive Measurement, \*Cognitive Tests, \*Educational Research, Electronic Equipment, \*Evaluation, Science Education, \*Secondary Education, \*Secondary School Science

Identifiers—\*Piaget (Jean), Research Reports

An electronic apparatus, designed and constructed to be an equivalent of Piaget's first chemical experiment, was assessed in terms of reducing discriminatory and administration difficulties often criticized in Piagetian tasks. In this study, the chemical task and its electronic equivalent were included in a battery of five tasks and were randomly switched between first and fifth positions in order of administration. The bat-

tery was administered to 64 intermediate-ability twelfth-grade chemistry students (mean age 17 years 7 months). Contingency matrices were constructed for the comparison of tasks and sex, order of tasks and between tasks. Times for administration of chemical (mean time = 14 min.) and electronic (mean time = 4.4 min.) tasks were recorded. Statistical analyses of the data revealed that both tasks were sex-free and equally effective in discriminating between concrete and formal operational subjects. The electronic task provided several advantages: (1) better control of the variables; (2) more compact and easily transported; and (3) less time consuming than the chemical task in administration. (CS)

ED 137 092 SE 022 232

Steiner, Robert L.  
Cognitive Dissonance as a Means of Effecting Changes in School Related Attitudes.  
Pub Date Mar 77

Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Affective Behavior, \*Attitudes, Behavior Change, Behavior Theories, Educational Research, \*Instruction, \*Secondary Education, Secondary School Science, \*Student Attitudes, \*Student Behavior

Identifiers—Cognitive Dissonance, Research Reports

In this study, the cognitive dissonance theory (Aronson, 1972) was applied in an attempt to produce an attitude change by dissonance reduction; that is, to induce a student to behave in a manner contrary to his/her held attitude, thus becoming aware of the inconsistency in his/her behavior and attitude. The attitude would then change to be in line with the behavior already recorded. To effect attitude change, the treatment in this study consisted of asking ninth grade life science students to prepare videotapes extolling positive virtues of (1) science as a school subject, and (2) the school lunch program. Initial determination of attitudes of 133 students towards the two areas was made by the administration of a Likert-type attitude measure. Twenty students from each of four attitude categories (high science-high food, high science-low food, etc.) were randomly assigned to either the science or lunch treatment. After individual administration of the videotaping treatment, an attitude post-test was administered to all students. Analysis of results revealed a significant treatment effect for the science treatment on science attitude and a non-significant effect on the school lunch criterion. Although results are not completely compatible with the cognitive dissonance theory, future research in areas affecting attitude change in science education is suggested. (CS)

ED 137 093 SE 022 233

Quinn, Mary Ellen Kessler, Carolyn  
Language Acquisition as a Byproduct of Science Education.  
Pub Date Mar 77

Note—27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Cognitive Development, \*Educational Research, \*Elementary Education, \*Elementary School Science, \*Inquiry Training, \*Instruction, \*Language Development, Skill Development

Identifiers—Piaget (Jean), Research Reports  
Investigated in this study was the relationship between an inquiry approach to science instruction and language development. Four classes of sixth-grade children from two socioeconomic groups participated in the study. The treatment consisted of 12 inquiry film sessions and six discussion sessions, each session 40 minutes in length. At the end of each film session, the students wrote as many hypotheses as they could in 12 minutes. Collected papers were scored on two criteria: (1) the Hypothesis Quality Scale, and (2) the Syntactic Complexity Formula. Results of a statistical correlation study indicated high correlation between hypothesis quality scores and syntactic complexity for treatment groups in both socioeconomic levels. It is concluded that the link between the formation of scientific hypotheses

and language development is cognitive development. Implications are discussed regarding the popular view that successful individuals in science are not generally proficient in language-centered activities. (CS)

ED 137 094 SE 022 257

Flexer, Barbara K. Wright, Robert J.  
Interrelationship of Age and Sex in Achievement in an Accelerated Eighth Grade Algebra Course.  
Pub Date [76]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Ability, Accelerated Programs, \*Achievement, \*Age Differences, \*Algebra, Educational Research, Mathematics Education, Secondary Education, \*Secondary School Mathematics, \*Sex Differences

Identifiers—Research Reports

Eighty-one bright eighth-grade students were selected for an accelerated program in algebra. Students were classified by sex and by chronological age; the three age cohorts were 143-156 months, 157-159 months, and 160-165 months old. Success in the course, as measured by course grade, was considered in relation to age and sex; IQ score was used as a covariate. A 3x2 analysis of covariance was performed; the main effect for age and the interaction of age and sex were found to be significant at the .05 level. The Newman-Keuls multiple comparison test revealed significant differences in achievement of the youngest group of boys and the other two male cohorts. The oldest group of boys achieved significantly more than the youngest groups of either sex. (SD)

ED 137 095 SE 022 261

Wiles, Clyde  
Computational Proficiency and Algorithmic Learning of Sixth-Graders Using DMP Materials: A Formative Evaluation. Technical Report No. 401.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—NE-C-00-3-0065

Note—103p.; Report from the Project on Conditions of School Learning and Instructional Strategies; Contains occasional small, light and broken type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Academic Achievement, Algorithms, Basic Skills, \*Calculation, Elementary Education, \*Elementary School Mathematics, Grade 6, Mathematics Curriculum, Mathematics Education, \*Mathematics Instruction, Research

Identifiers—\*Developing Mathematical Processes, Research Reports

Two questions were investigated in this study: (1) How did the computational proficiency of sixth graders who had one year's experience with Developing Mathematical Processes (DMP) materials compare with an equivalent group of students who used the usual textbook program; and (2) What occurs when sixth graders study algorithms as sequences of rule statements? Thirty sixth graders were randomly chosen to use DMP Materials for one year while 60 other sixth graders followed the traditional program. When a test of whole number computational speed and power was given at the end of the school year, there was no significant difference between performances of the two groups. When the DMP group and a subgroup of the remaining sixth graders spent two weeks on a unit requiring verbal analyses of algorithms, findings showed that the data were inadequate to determine whether there were differences between performances of the two groups. (DT)

ED 137 096 SE 022 262

Mathis, Philip M.  
A Review of Empirical Studies Pertaining to the Nature of Science.  
Pub Date Nov 76

Note—26p.; Paper presented at the annual meeting of the Tennessee Academy of Science (86th, Chattanooga, Tennessee, November, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Educational Research, \*Instruction, \*Learning, \*Research Reviews (Publica-

tions), \*Science Education, Science Teachers, Scientific Attitudes, \*Scientific Concepts, \*Scientific Enterprise

Identifiers—Research Reports

Reviewed are 14 studies pertaining to teaching and learning the nature of science. A brief "digest" is prepared of each study, listing author/source, subjects, problem, instruments used, and findings. Conclusions supported by the findings of these studies are made regarding the inadequate levels of understanding of science teachers of the nature of science; the factors (length of teaching experience, quality or quantity of academic course work) that apparently have no influence on science teachers' understanding of the nature of science; and the factors (appropriately designed institutes, science courses, and science education courses) that have a positive influence on producing teacher and/or student growth in understanding the nature of science. Suggestions for research to provide more information on the teaching and learning of the nature of science include: (1) large-scale studies that increase possibilities for generalization; (2) studies dealing with science concepts taught in elementary school; (3) studies involving actual classroom instruction of teachers who score high on understanding of the nature of science; and (4) studies to determine what factors predispose teachers to use teaching strategies accurately conveying the nature of science. (Author/CS)

ED 137 097 SE 022 263

Council of Europe News-Letter 4/76.  
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 76

Note—38p.; Contains occasional light type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Basic Skills, \*Comparative Education, \*Educational Change, \*Educational Policy, Fine Arts, Government Role, Higher Education, \*International Education, \*Newsletters

Identifiers—\*Council of Europe, Europe

This special issue of the newsletter contains excerpts from 6 documents selected by the editors from among all papers produced in member nations of the Council of Europe in 1976. The documents were chosen as discussing major issues in educational reform. Three of the reports appear in French, and include excerpts on education taken from President Giscard d'Estaing's books "Democratic France," a report from the minister of education on the objectives of instruction, and a report from West Germany on the quality of teaching. Articles in English include one from the Netherlands and two from the United Kingdom. The Dutch paper concerns the plans of the Netherlands to move from a dual system of higher education to a unified one. Reports from England include excerpts from the Prime Minister's speech in which he advocated a middle-of-the-road policy emphasizing basic skills in the early years, rather than a child-centered approach; the final report concerns support for the arts. (SD)

ED 137 098 SE 022 291

Nimmer, Donald N.

How Elementary Teachers Learned to Use, and Their Resultant Satisfaction With, Their Science Curricula.

Pub Date Mar 77

Note—18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Research, Elementary Education, \*Elementary School Science, \*In-service Teacher Education, \*Instructional Materials, \*Science Curriculum, Science Education, \*Science Teachers, \*Surveys

Identifiers—Research Reports

To determine methods by which elementary science teachers learn to use instructional materials, the University of South Dakota, as part of the National Science Foundation-sponsored project TAPE (Tactics for Applying Programs in Education), mailed a questionnaire to a randomly selected group of elementary science teachers in South Dakota, Iowa, Nebraska, and Minnesota. Data collected in the survey indicated most elementary science teachers learn about their

science instructional materials as they use them. Teachers using NSF-financed elementary science curricula are more active in learning how to use their curricula than are the teachers in the non-NSF programs, frequently learning to use their curricula through college courses, workshops, independent study or textbook representatives. Also, while most elementary science teachers report satisfaction with the curriculum they are using, those teachers using NSF curricula express a significantly higher degree of satisfaction than those teachers using non-NSF curricula. (Author/CS)

ED 137 099 SE 022 292

Nimmer, Donald N.  
Dissemination of Educational Information Through Various Media Channels.  
Pub Date Mar 77

Note—21p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Research, Elementary Education, \*Elementary School Science, \*Information Dissemination, Information Networks, Media Research, \*Science Curriculum, \*Science Education, \*Surveys

Identifiers—Research Reports

As a part of Project TAPE (Tactics for Applying Programs in Education), sponsored by the National Science Foundation and implemented by the University of South Dakota, mass media channels (television, newspapers, radio, educational journals, and directed mailings) were used to create awareness for new National Science Foundation-supported elementary science curricula. This paper includes a section of the questionnaire mailed to a randomly selected sample of the general public, elementary teachers and elementary principals at the conclusion of the project. Survey results revealed that: (1) the use of media channels increased the awareness of principals and teachers, but had little or no effect on the awareness of the general public; (2) there was a definite difference in degree of awareness, with principals being the most aware and general public being the least; and (3) in terms of effectiveness, letters and brochures were most frequently cited, with television and friend/colleague communication listed next. (CS)

ED 137 100 SE 022 303

Wert, Jonathan And Others  
Ideas and Activities for Teaching Energy Conservation: Grades 7-12.

Tennessee Univ., Knoxville. Environment Center. Spons Agency—Tennessee State Dept. of Education, Nashville.; Tennessee Univ., Knoxville. State Agency for Title I.

Pub Date Jan 77

Note—223p.; Not available in hard copy due to colored pages throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Conservation Education, \*Energy, \*Instructional Materials, Interdisciplinary Approach, Language Arts, \*Natural Resources, Sciences, \*Secondary Education, Social Studies, Teaching Guides

This publication contains a variety of ideas and materials for teaching about energy in grades 7-12. Topic areas include: (1) Historical Perspective on Energy; (2) Energy Resources; (3) Energy Conservation; (4) Ideas and Activities; and (5) Appendices. The first three sections provide background information on energy and conservation. The activities include ideas to use in science, social studies, language arts, and multidisciplinary areas. The appendices include a variety of useful tables of data, basic information on energy, a glossary, and a bibliography. (RH)

ED 137 101 SE 022 304

Trounman, James G.  
The Effects of a Student Tutor Program Upon Learning in Freshman Mathematics.

Pub Date Feb 77

Note—25p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, \*College Mathematics, Evaluation, Higher Education, \*Instruction, Mathematics Education, \*Research, \*Tutorial Programs

Twenty-six students who were tutored in freshman mathematics were matched with twenty-six students who did not visit the tutor during the semester. Findings showed that students who received tutorial assistance got significantly higher ( $p < .05$ ) final grades than the students not receiving help. (DT)

ED 137 102 SE 022 305

Schoen, Harold L.  
Individualized Mathematics Instruction: What Are the Specific Problems?

Pub Date [76]

Note—25p.; For related documents, see SE 022 306-307; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, Curriculum, \*Elementary School Mathematics, Elementary Secondary Education, \*Individualized Instruction, Instruction, Mathematics Education, \*Research Reviews (Publications), \*Secondary School Mathematics

Research dealing with specific aspects of individualized mathematics programs is summarized in this paper. Some explanations for the failure of self-pacing to result in superior achievement are examined. Studies dealing with student-teacher interaction in individualized programs are cited. Research with implications for new directions for individualization is reviewed. Finally, characteristics of successful students in self-paced programs are examined along with some alternate approaches to individualization. (Author/DT)

ED 137 103 SE 022 306

Schoen, Harold L.  
Individualized Mathematics Instruction: How Effective Has It Been in the Elementary School?

Pub Date [76]

Note—27p.; For related documents, see SE 022 305-307; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, Elementary Education, \*Elementary School Mathematics, \*Individualized Instruction, Instruction, Mathematics Education, \*Research Reviews (Publications)

Research studies which compare individualized elementary school mathematics instruction to other instructional approaches are summarized in this paper. First, brief descriptions are given of Individually Prescribed Instruction, Program for Learning in Accordance with Needs, and other self-paced approaches. Next, a general overview of the research studies is presented, covering research design, length of time of the studies, characteristics of the participating students, and criterion measures used. Finally, the results of the studies are reported for kindergarten to fourth grade, fifth to eighth grade, and educable mentally retarded students. (DT)

ED 137 104 SE 022 307

Schoen, Harold L.  
Individualized Mathematics Instruction: How Effective Has It Been in Secondary and Post Secondary Schools?

Pub Date [76]

Note—16p.; For related documents, see SE 022 305-306

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Mathematics, Curriculum, Higher Education, \*Individualized Instruction, Instruction, Mathematics Education, \*Research Reviews (Publications), Secondary Education, \*Secondary School Mathematics

A review of studies comparing self-paced individualized programs with other teaching approaches at the secondary and post secondary level is presented in this paper. First, the teaching approaches used and the statistical design employed in the studies are described. Then, the studies are classified as secondary or post secondary, and the results are reported. Finally, an overall interpretation of the results is given. (DT)

ED 137 105 SE 022 310

Falanrui, Margie Cushing  
Life on Guam: Human Impact.

Guam Dept. of Education, Agaña.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—92p.; For related documents, see ED 133 174-177; Contains occasional light type; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Biological Sciences, Ecological Factors, \*Ecology, Instruction, \*Instructional Materials, Science Education, \*Secondary Education, Secondary School Science, \*Social Studies, \*Units of Study

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Guam

This unit is a part of a series of materials produced in a project to develop locally applicable class, lab, and field materials in ecology and social studies for Guam junior and senior high schools. While the materials were designed for Guam, many of the activities can be adapted to other localities. This unit covers ecological factors involving man, including sections on cycles, pollution, population growth, endangered species, technology, conservation of natural resources. Illustrations and examples provide specific information about the island habitat of Guam. (CS)

ED 137 106 SE 022 311

Partin, Harold  
The Effect of Verbalization Upon Certain Mathematical Generalizations.

Pub Date [76]

Note—10p.; For related document, see ED 106 137

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Algebra, College Students, \*Discovery Learning, \*Generalization, Higher Education, Inductive Methods, Learning, \*Mathematics Education, \*Research, \*Verbal Learning

Identifiers—Research Reports

This paper reports on a study which was performed to replicate and extend the findings of Hendrix with regard to verbalization and discovery learning. College algebra classes were randomly assigned to three verbalization conditions: (1) no student verbalization of generalizations required, (2) students make written verbalization of generalization, and (3) students make written verbalization followed by teacher verbalization. In each treatment group, two algebraic and two geometric topics were covered. Learning data were gathered by posttest. The data were submitted to several analyses of variance in conjunction with pairs of other variables: mathematics aptitude, mathematics achievement, English aptitude, English achievement, sex, correct or incorrect verbalization, difficulty of generalization. In addition, analyses of variance were performed on data generated by combining groups. In all these analyses, only two significant ( $p < .05$ ) differences were observed: high English-aptitude subjects performed more poorly in treatment group 3 when the generalization was difficult, and low English-aptitude subjects performed better overall in treatment group 3 than in the other methods combined. (DT)

ED 137 107 SE 022 312

Dolphin, Warren D. Forbes, Yola  
A Coordinated Program for Providing for Individual Students in Large Lecture Sections.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Biology, \*College Science, Course Descriptions, \*Curriculum Planning, Evaluation, \*Higher Education, Individualized Instruction, \*Individualized Programs, \*Instruction, Instructional Media, Science Education, \*Student Needs

Described is a course development project in progress at Iowa State University, Ames, Iowa, that attempts to meet the individual needs and improve the attitudes of students in a large freshman biology course. Proposed is the implementation of the Phase Achievement System which involves the development of multi-concept level video-cassette lectures available for library use, a computer-based data processing system designed to score examinations and keep student records and to generate master copies of the examinations from an existing 2,500 entry multiple choice question pool. In its entirety, the plan allows for self-pacing of both instruction and testing; a flow chart of the alternative pathways open to students illustrates the flexibility of the Phase Achievement System. (CS)



## ED 137 108 SE 022 315

Schlenker, Linda L. Schlenker, Richard M.  
The Readability of Selected Marine Science Texts by Grade Level.

Pub Date Jan 77  
Note—10p.; Contains occasional broken type  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Booklists, College Science, \*Instructional Materials, \*Marine Biology, \*Oceanology, \*Reading Level, \*Reading Material Selection, Science Education, Secondary Education, \*Secondary School Science  
Identifiers—Fry Readability Graph

The reading level of selected marine science texts was ascertained using Fry's Readability Formula (Maginnis, 1969). Attached, with an annotated list of twenty texts, is a table that lists the reading levels for each text. (CS)

## ED 137 109 SE 022 328

Helgeson, Stanley L., Ed.  
National Association for Research in Science Teaching. 50th Annual Meeting, Abstracts of Presented Papers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77  
Note—221p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$4.50)

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage.

Descriptors—\*Abstracts, \*Conference Reports, Conferences, \*Educational Research, Elementary Secondary Education, Higher Education, \*Science Education, Speeches

Identifiers—NARST, National Association Research Science Teaching

This publication provides abstracts of papers presented at the 50th annual meeting of the National Association for Research in Science Teaching held in Cincinnati, Ohio March 22-24, 1977. The entries represent a wide range of topics in the field of science education. Topics include instruction, teacher education, learning, enrollments, concept development, scientific literacy, teacher behavior, and curriculum. (RH)

## ED 137 110 SE 022 331

Holzheimer, Diane, Ed.  
Appraisal, Children's Science Books, Vol. 10, No. 1.

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date 77  
Note—48p.

Available from—Appraisal, Longfellow Hall, 13 Apian Way, Cambridge, Mass. 02138 (Domestic \$6.00/yr.; Foreign \$7.00/yr.)

Document Not Available from EDRS.

Descriptors—\*Booklists, \*Book Reviews, \*Children's Books, Elementary Education, \*Elementary School Science, \*Instructional Materials, Library Material Selection, \*Science Education

A variety of science books for children are reviewed and rated by a librarian and by a science specialist. In addition to usual bibliographic information, recommended age level for each book is given. (RH)

## ED 137 111 SE 022 332

Science Education Newsletter No. 32.  
British Council, London (England). Science Dept.

Pub Date Jan 77  
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Mathematics, College Science, \*Curriculum, Elementary Secondary Education, Higher Education, \*Instructional Materials, \*International Programs, \*Mathematics Education, \*Science Education, Secondary School Mathematics, Secondary School Science

Identifiers—British Council, UNESCO

This issue is divided into three sections: (1) British Science Activities; (2) Overseas Science Activities; and (3) International Science Activities. Presented in a newsletter format are many items of interest to science and mathematics educators. Included are materials on: (1) Nuffield science, (2) evaluation, (3) college science courses, (4) conferences on science and mathematics

education, (5) activities in India, Africa, the Caribbean and Malaysia, and others. (RH)

## ED 137 112 SE 022 336

Project I-C-E (Instruction-Curriculum-Environment), Green Bay, Wisconsin. End of Project Period Report.

Wisconsin State Dept. of Public Instruction, Madison. Center for Research and Program Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—WDPI-59-70-0135-4

Pub Date 76

Note—160p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, \*Curriculum Evaluation, \*Elementary Secondary Education, \*Environment, \*Environmental Education, Inservice Education, Instructional Materials, Program Descriptions, \*Teacher Education  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Instruction Curriculum Environment, \*Project ICE

Summarized is a project report for Project I-C-E (Instruction-Curriculum-Environment). Project I-C-E developed curriculum materials, provided inservice education, operated a resource material service, and evaluated student learning in the area of environmental education for grades 1-12. Included in this document are reports on these activities and summaries of several research studies related to the project. Student evaluations indicate that most students attained the objectives of the program. Teachers and parents generally were positive about the program. (RH)

## ED 137 113 SE 022 339

Siegel, Alexander W. Schadler, Margaret  
The Development of Young Children's Spatial Representations of their Classroom.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1976-15

Pub Date 76

Note—19p.; For related documents, see SE 022 340-341; Not available in hard copy due to small print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Development, Educational Research, Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Kindergarten, Learning, Learning Theories, Mathematics Education, Student Characteristics

Identifiers—Learning Research and Development Center, Research Reports, \*Spatial Perspective

The development of young children's internal representations of large space was assessed by asking 15 boys and 15 girls to construct a three-dimensional model of their kindergarten classroom. Three groups of 10 children (ranging in age from 4 years, 8 months to 6 years, 3 months) were tested, two in the spring and one in the fall. One of the groups of children tested in the spring was given several accurately placed landmarks prior to their model construction. Constructions were scored on the bases of Euclidean, projective, and topological accuracy. On all three measures, the accuracy of the boys was greater than that of the girls. Increased experience in the classroom significantly increased the children's Euclidean accuracy, but had relatively little effect on the projective and topological accuracy of their presentations. The provision of landmarks enhanced the children's projective and topological accuracy but had no effect on Euclidean accuracy. These effects were found to be independent of chronological age. (Author/DT)

## ED 137 114 SE 022 340

Salmon-Cox, Leslie Holzner, Burkart  
Formative Evaluation as a Social Process: A Case Study.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1976-19

Pub Date 76

Note—30p.; For related documents, see SE 022 339-341; Not available in hard copy due to small print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Curriculum Development, Educational Research, Elementary Education, \*Elementary School Science, \*Formative Evaluation, Individualized Instruction, Instruction, Science Curriculum, Science Education

Identifiers—Learning Research and Development Center, Research Reports

This paper reports the results of a case study of the process of formative evaluation in the development of one unit of Individualized Science (IS). It is an analytic description of the curriculum project's experiences in formative evaluation rather than an evaluative critique. Following an introductory explanation, the IS program and the IS program directors' conception of formative evaluation are discussed. The concluding sections analyze the activities observed (both in the specific case and in general terms), the manifest and latent functions of formative evaluation, and some structural implications of these functions. (Author)

## ED 137 115 SE 022 341

Lindvall, C. M. And Others  
The LRDC Individualized Mathematics Project: Program Content, Management System, and Procedures in Development and Implementation.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1976-12

Pub Date 76

Note—99p.; For related documents, see SE 022 339-340; Not available in hard copy due to small print throughout entire document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activity Learning, \*Curriculum Development, Elementary Education, \*Elementary School Mathematics, Evaluation, \*Individualized Instruction, Instruction, Mathematics Curriculum, Mathematics Education, \*Program Descriptions

Identifiers—Learning Research and Development Center

The development of the Individualized Mathematics (IM) program is described in this paper. This program, for use in grades K-3, incorporates elements from predecessor Learning Research and Development Center mathematics programs, IPI mathematics, and PEP quantification. It features the systematic use of lessons involving manipulatives in an individualized program and the gradual introduction of paper-and-pencil lessons. The paper describes the overall structure of the program, including lesson and test materials and classroom management procedures. It provides a rationale for the mathematics taught in the program by listing the pertinent descriptions and definitions associated with selected mathematical concepts, together with examples of instructional objectives derived from such definitions. Selected evaluation data are provided, and some conclusions concerning the general tasks of development and implementation are discussed. (Author/DT)

## ED 137 116 SE 022 345

Hungerford, Harold R. Peyton, R. Ben  
A Paradigm of Environmental Action.

Pub Date 77

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior, \*Curriculum, Elementary Secondary Education, \*Environment, \*Environmental Education, Instruction, \*Models

A paradigm is proposed that would permit curriculum developers and others to specifically plan for training in environmental action as an integral and substantial component in this field. The three-part paradigm identifies and defines specific categories of action. It then identifies and illustrates the levels at which these actions can be taken. Finally, constraints that must be placed on action are posed as questions that should be answered before an action is taken. (RH)

## ED 137 117 SE 022 346

Bryant, Covey K. Hungerford, Harold R.  
An Analysis of Strategies for Teaching Environmental Concepts and Values Clarification in Kindergarten.

Pub Date [77]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Achievement, \*Attitudes, Educational Research, Environment, \*Environmental Education, \*Instruction, \*Kindergarten, \*Learning, Preschool Children

Identifiers—Research Reports

This study was initiated to evaluate a Kindergarten unit on the environment and associated pollution problems. The research design was a modified rotation design, permitting each group to act both as a control and experimental group. Two groups (each involving 17 students) were used in the study. The data indicated that many Kindergarten children can form concepts concerning issues and citizenship responsibility. The writers speculate that the instructional procedures used in this unit hold promise for use with other similar groups. (RH)

## ED 137 118 SE 022 349

Bauersfeld, H., Ed. And Others  
Universität Bielefeld, Institut für Didaktik der Mathematik, Schriftenreihe des IDM, 5/1975. (University of Bielefeld, Institute for the Teaching of Mathematics, Series of Publications of the IDM, 5/1975).

Bielefeld Univ. (West Germany).

Pub Date 75

Note—210p.; For related documents, see ED 133 178-184; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Research, Elementary School Mathematics, Elementary Secondary Education, Individualized Instruction, \*Instruction, International Education, \*Learning, \*Mathematics Curriculum, \*Mathematics Education, Research Reviews (Publications), Student Characteristics, Task Analysis, Textbooks

Identifiers—Research Reports, West Germany

This document contains seven papers (four written in English, the rest in German) concerning research on learning, curriculum, and instruction in mathematics education. Abstracts of all seven articles are provided both in English and in German. The four English-written papers discuss the following topics: (1) perspectives for modelling teaching and learning; (2) developments in studies of mathematical thinking and methodologies for classroom research and evaluation; (3) a report of a Swedish research project on curriculum and instruction in mathematics; and (5) task analysis in instructional design. The remaining papers cover research on the use of the mathematics textbook in the upper elementary grades, sources and conditions of the development of self-concept, and individualization and learning objectives in mathematics. (DT)

## ED 137 119 SE 022 350

Education in Hydrology and Water Resources in the United States - 1965-1974: An Overview with Recommendations. Final Report of the Work Group on Education and Training of the U.S. National Committee for the International Hydrological Decade.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Contract—NSF-C-310

Note—83p.; Contains occasional light type

Available from—U.S. National Committee for the International Hydrological Decade, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (no price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—College Science, Committees, \*Educational Needs, Environment, \*Environmental Education, \*Environmental Research, \*Higher Education, International Programs, Manpower Needs, Technology, \*Water Resources, \*World Problems

This final report of the Work Group on Education and Training of the United States National Committee for the International Hydrological Decade presents an overview of the educational

needs in the United States and its educational and training involvement with other countries regarding hydrological and water resources technology. Contained are conclusions and recommendations regarding education at university and pre-university levels, continuing education and technology transfer programs, international activities, education and manpower assessments, and institutional needs. Each of these areas is discussed in detail. (CS)

## ED 137 120 SE 022 352

Campbell, Patricia Virgin, A. E.  
An Evaluation of Elementary School Mathematics Programs Utilizing the Mini-Calculator.

North York Board of Education, Willowdale (Ontario).

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Jul 76

Note—42p.; For related document, see SE 022 353

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, \*Educational Research, Elementary Education, \*Elementary School Mathematics, Grade 5, Grade 6, Mathematics Education, Questionnaires, Student Attitudes

Identifiers—\*Calculators, Research Reports

The purpose of this study was to compare the achievement, attitudes, and teaching/learning experiences in mathematics programs of two groups of elementary-school students in grades 5 and 6. Approximately 150 students in each of two elementary schools were given a pretest a standardized mathematics achievement test and a questionnaire regarding attitudes toward mathematics and the use of calculators in the mathematics program. Then, for a seven-month period, students in one school had calculators available in their classrooms for checking their work, while at the second school no calculators were permitted. At the end of this time, the standardized test and the attitude questionnaire were given as posttests. Results on the achievement test showed that for the computation subtest, there were no significant differences in the gain scores between the two schools. On both the mathematics concepts and the problem-solving subtests, however, fifth graders in the experimental group scored significantly higher than fifth graders in the comparison group. Results on each of the questions on the attitude questionnaire are reported in percentages. An appendix includes a copy of the questionnaire. (DT)

## ED 137 121 SE 022 353

Campbell, Patricia Virgin, Albert  
A Survey of Elementary School Teachers' & Principals' Attitudes to Mathematics and Utilizing Mini-Calculators.

North York Board of Education, Willowdale (Ontario).

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Jul 76

Note—27p.; For related document, see SE 022 352

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Administrator Attitudes, Curriculum, \*Educational Research, Elementary Education, \*Elementary School Mathematics, Instruction, Mathematics Education, Objectives, \*Surveys, \*Teacher Attitudes

Identifiers—\*Calculators, Research Reports

Investigator-constructed questionnaires were distributed to fourth-, fifth-, and sixth-grade teachers and to elementary school principals in order to determine their attitudes toward the use of calculators in the mathematics program. One hundred eighty-three teachers and 64 principals responded. Results showed that the three most frequently cited teaching objectives for mathematics included understanding basic concepts, practicality, and the development of logical reasoning skills. Other objectives included proficiency in problem-solving, computational skills, and an enjoyment and interest in mathematics. Just over half of the teachers did not think the use of a calculator would help them realize their teaching objectives. Advantages and disadvantages of the calculator were cited. Almost half of the teachers surveyed felt that the calculator could be introduced between grades 4 and 6, while 44% indicated a preference for after grade 6. More than half of the principals thought that students should display at least average proficiency

before being able to use a calculator. The majority of principals agreed that the community should be informed if calculators are going to be used in the schools and 40 principals would anticipate a "mixed" community reaction. The results of this study suggested that teachers and principals are not unlike in their attitudes toward the use of calculators in the classroom and are consistent in identifying similar advantages and disadvantages of using calculators. A copy of both of the teachers' and the principals' questionnaires is included in the appendices. (DT)

## ED 137 122 SE 022 382

Coggins, Phyllis, Ed. And Others  
Marine Occupations Conference (Southern Maine Vocational Technical Institute, South Portland, Maine, April 5, 1974). Maine Sea Grant Bulletin 9.

Maine Univ., Orono. Sea Grant Program; New England Aquarium, Boston, Mass.; Southern Maine Vocational Technical Inst., South Portland.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Report No—MSG-B-9

Pub Date [74]

Grant—NOAA-04-3-158-63

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Career Education, Engineering, Fisheries, Food, \*Marine Biology, Natural Resources, \*Occupations, \*Oceanology, Sciences, \*Speeches, \*Water Resources

This collection of speeches, presented at the 1974 Marine Occupations Conference in South Portland, Maine, provides an overview of information regarding availability and kinds of careers in, as well as the educational requirements for, marine occupations. Also reviewed are the problems of developing marine resources, such as those involving location of new fisheries, pollution of established fishing areas, conflicts of harvesting by fishermen using different kinds of gear, economic problems in developing new industry, aquaculture, marketing of seafoods. The occupations of naval architecture, modern fishing gear design, and ocean engineering are described in detail. (CS)

## ED 137 123 SE 022 385

Bibliography on the Metric System. Instructional Materials.

Indiana State Dept. of Public Instruction, Indianapolis; Wayne Township Metropolitan School District, Indianapolis, Ind.

Pub Date Jan 74

Note—35p.

Available from—Karen G. Beam, Consultant, Div. of Instructional Media, Indiana Dept. of Public Instruction, 120 W. Market St., 10th Floor, Indianapolis, Ind. 46204 (free in limited quantities)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bibliographies, Elementary Secondary Education, \*Instructional Materials, \*Instructional Media, Mathematics Education, \*Measurement, \*Metric System, Post Secondary Education

Covering all grade levels, this bibliography has been compiled to serve as a guide to school districts considering the purchase of instructional materials on the metric system. The materials are listed alphabetically by type in the following order: charts, films, filmstrips, games, kits, posters, recordings, slides, transparencies, miscellaneous items, printed materials, and United States Government documents. Information about each item includes the title, source, price and frequently the grade level and a brief description of the content. The addresses of the producers and publishers are included. (RG)

## ED 137 124 SE 022 386

Metric. Career Education Program.

Salem City Schools, N.J.

Pub Date [73]

Note—58p.; Pages 12, 13 and 58 were removed due to copyright restrictions; Not available in hard copy due to marginal legibility of original document

Available from—The Career Education Project, Salem High School, Salem, New Jersey 08079 (\$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Elementary Secondary Education, \*Instructional Materials, \*Learning Activities, \*Mathematics Education, \*Measurement, \*Metric System, Resource Materials

This is a compilation of instructional materials to assist teachers and students in learning about the metric system. Contents are organized into four color-coded sections containing the following: (1) background and reference materials for the teacher, including a list of available media and a conversion chart; (2) metric activities for primary grades; (3) metric activities for the middle school; and (4) metric activities for high schools. Over 12 activities are included in each of the sections and can be adapted for other instructional levels. Sample activities are making a liter container, treasure hunts, map skills, shopping, and baking. The activities vary in format but generally include a list of materials and procedures. (RG)

**ED 137 125**

SE 022 387

**How to Teach Metric Now.**

Worcester Public Schools, Mass.

Pub Date [73]

Note—85p.; Page 25 containing a copyrighted article from the magazine "Grade Teacher" was removed. It is not included in the pagination

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Curriculum Guides, \*Elementary Education, \*Learning Activities, \*Mathematics Education, \*Measurement, \*Metric System, Resource Materials, Secondary Education

This curriculum guide for grades K-6 was prepared to assist teachers and students in learning about the metric system. An introductory section presents a brief history of the metric system and the rationale for introducing it into the schools. Instructional objectives and suggested learning activities are presented for each grade level. The activities vary in format, and sometimes include objectives and followup as well as materials required and procedures. Sample activities include using measuring wheels; weighing snow; using scales, bar graphs, and the Celsius thermometer; and constructing a quadrat out of doors. A short section illustrates how the metric system can be taught at the junior and senior high levels. Background and reference materials for the teacher in the intermediate grades are provided and include tables, charts, and conversion data. A list of references used in preparing the guide is appended. (RG)

**ED 137 126**

SE 022 390

*Crosswhite, F. Joe, Ed.*

**Organizing for Mathematics Instruction, 1977 Yearbook, National Council of Teachers of Mathematics.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 77

Note—240p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$8.50 nonmembers, \$6.50 members; Discounts on quantity orders)

**Document Not Available from EDRS.**

**Descriptors**—\*Class Organization, Curriculum, Elementary School Mathematics, Elementary Secondary Education, Individualized Instruction, \*Instruction, \*Mathematics Education, Research Reviews (Publications), Secondary School Mathematics, Units of Study

**Identifiers**—\*Hand Calculators, \*National Council of Teachers of Mathematics

Featured in this yearbook are twelve thematic essays that analyze and interpret organizational alternatives for teaching mathematics in the elementary and secondary schools. The following topics are covered: three different models for individualized instruction (Individually Guided Education, a departmental model, and a classroom model), independent learning units, small group work, simulations, mastery learning, organizing lessons based on logical considerations, integrated curriculum, the teacher-centered classroom, and implications of research for self-paced mathematics instruction. The final essay (non-thematic) describes four reports which include recommendations on the use of hand-held calculators in schools and cites examples of specific activities involving the use of calculators. (DT)

**ED 137 127**

SE 022 392

**Connect, UNESCO-UNEP Environmental Education Newsletter, Vol. II, No. 1, March 1977. Re-**

**gional Meetings in the Context of the International Environmental Education Programme.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Mar 77

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Conferences, Curriculum, \*Environment, \*Environmental Education, Information Dissemination, \*International Education, Objectives, \*Program Planning, Teacher Education, World Problems

**Identifiers**—\*UNESCO

Reported are summaries of meetings held to: (1) identify and discuss environmental education in the region; (2) review the guidelines and recommendations of the Belgrade Workshop of 1975 in the light of each region's environmental education needs; (3) discuss ways to develop the exchange of ideas and information so as to establish or strengthen a regional network system and cooperation in environmental education; and (4) formulate regional strategies for future action. Brief summaries are included from meetings held by 12 African countries, 17 Asian countries, 13 Arab countries, 19 Latin American countries, and 27 European countries plus Canada and the United States. (RH)

**ED 137 128**

SE 022 394

**Metric Measures and the Consumer. Reprint from FDA CONSUMER, Dec. 1975-Jan. 1976.**

Food and Drug Administration (DHEW), Washington, D.C.

Report No.—FDA-76-1018

Pub Date 76

Note—9p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-012-00232-3, \$0.45; There is a minimum charge of \$1.00 for each mail order)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Bulletins, Consumer Education, Elementary Secondary Education, \*Mathematics Education, \*Measurement, \*Metric System

Advantages of the metric system for the consumer are discussed. Basic metric units are described, then methods of comparison shopping when items are marked in metric units are explained. The effect of the change to the metric system on packaging and labelling requirements is discussed. (DT)

**ED 137 129**

SE 022 395

**Curriculum Report, Volume 6, Number 3, March 1977.**

National Association of Secondary School Principals, Reston, Va.

Pub Date Mar 77

Note—13p.; For Vol. 3, No. 1, see ED 100 177; For Vol. 3, No. 6, see ED 093 773; Not available in hard copy due to copyright restrictions

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50 single copy; 2-10 copies \$0.30 ea.; Payment must accompany order of \$10.00 or less)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Curriculum, \*Elementary Secondary Education, \*Environmental Education, Field Studies, \*Instructional Materials, Objectives, Outdoor Education, \*Program Descriptions

This issue of Curriculum Report is concerned with environmental education. Presented are: (1) primary purposes and premises of environmental education; (2) examples of secondary school environmental education programs; (3) the use of outdoor laboratories and nature centers; (4) environmental education programs for students with special needs; and (5) materials available from the ERIC system and other sources. (RH)

**ED 137 130**

SE 022 399

*Schlenker, Richard M.*

**A Partial Bibliography for Precollege Marine Science Educators.**

Maine Univ., Orono. Sea Grant Program.

Pub Date Aug 76

Note—101p.; Contains occasional light type

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, \*Bibliographies, Biological Sciences, \*Career Education, \*Marine Biology, \*Oceanology, Reference Materials, Science Education, \*Secondary Education, Secondary School Science

References cited in this marine science bibliography are placed in two sections. The first section includes those which are annotated (often with grade level of applicability) and the second section includes those which are not. Included within each section are chapters with key word headings; listings categorized by key word are included within the chapter. Section 1 includes Career Education, Methods, Marine Conference Reports, Marine Science. Section 2 includes groupings in Career Education, Curriculum, Equipment, General, Methods, Science, and Texts. (CS)

**ED 137 131**

SE 022 400

**Library Bulletin, International Planned Parenthood Federation. February 1977.**

International Planned Parenthood Federation, London (England).

Pub Date Feb 77

Note—43p.; Not available in hard copy due to small print throughout entire document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, Books, Demography, \*Family Planning, Indexes (Locators), \*Library Collections, \*Population Education, Publications, \*Reference Materials

This issue of the International Planned Parenthood Federation (IPPF) Library Bulletin combines an acquisitions list with that of special bibliographies. The broad classes follow the IPPF general organization by topics: (1) general reference, (2) IPPF, (3) family planning and maternal and child health and care, (4) bio-medical study and research on human reproduction and contraceptive agents, (5) social sciences related to family planning, (6) education and training, (7) information and communication, (8) international organizations and conferences, and (9) countries. The name of the publisher/supplier and price of the book, when known, are supplied for each notation together with a short annotation of the content and/or coverage. An author index with item numbers for cross-referencing and lists of publishers/suppliers and their addresses are appended. (RH)

**ED 137 132**

SE 022 402

**ECOL Book Catalog.**

American Library Association, Chicago, Ill.; Minneapolis Public Library, Minn. Environmental Conservation Library.

Pub Date 74

Note—201p.; For related document, see SE 022 403

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (no price quoted)

**Document Not Available from EDRS.**

**Descriptors**—Air Pollution Control, \*Bibliographies, Conservation (Environment), \*Environment, \*Environmental Influences, Information Dissemination, Information Services, Land Use, \*Natural Resources, \*Periodicals, Pollution, \*Publications, Water Resources

This catalog represents the collection of the Environmental Conservation Library of Minnesota (ECOL) as of September 1973, when it contained over 2,800 titles of books and government documents, augmented by periodicals and substantial numbers of pamphlets, papers, brochures, and related materials. The catalog includes an author and main entry catalog, a title catalog, a subject catalog, a pamphlet file subject headings, and a periodical list. The materials range in difficulty from introductory books for children to highly technical reports on minute aspects of single subjects. The materials provide an extensive amount of information on a variety of environmental subjects. (RH)

**ED 137 133**

SE 022 403

**ECOL Book Catalog. 1976 Supplement.**

American Library Association, Chicago, Ill.; Minneapolis Public Library, Minn. Environmental Conservation Library.

Pub Date 76

Note—253p.; For related documents, see SE 022 402; Contains colored pages

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (no price quoted)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

**Descriptors**—Air Pollution Control, \*Bibliographies, Conservation (Environment), \*Environment, \*Environmental Influences, Information Dissemination, Information Services, Land Use,



\*Natural Resources, \*Periodicals, Pollution, \*Publications, Water Resources

This catalog supplement represents the additions to the collection of the Environmental Conservation Library of Minnesota (ECL) from September 10, 1973 to September 17, 1976. The supplement contains 3,329 books and documents. The catalog includes an author and main entry catalog, a title catalog, a subject catalog, a pamphlet file, subject headings, and a periodical list. The materials range in difficulty from introductory books for children to highly technical reports on minute aspects of single subjects. The materials provide an extensive amount of information on a variety of environmental subjects. (RH)

ED 137 134

SE 022 407

Shoresman, Peter B.  
Project on Elementary School Mathematics and Science. Final Report.

Illinois Univ., Urbana.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 76

Grant—NSF-PES-68-00442

Note—150p.; Contains occasional light and broken type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum, \*Curriculum Development, \*Elementary School Mathematics, \*Elementary School Science, Elementary Secondary Education, Integrated Curriculum, Interdisciplinary Approach, Mathematics Education, \*Program Descriptions, Program Evaluation, Science Education

Identifiers—PESMS, Project Elementary School Mathematics and Science

The organization, development, and evaluation of the Project on Elementary School Mathematics and Science are described in detail in this document. Part I covers the five-year history of the project. Discussions concerning the nature of the curriculum materials, the development of the materials, and the publishing and field-testing are presented in Part II. Details of the evaluation program are provided in Part III, including descriptions of the data-collection instruments, the overall design of the evaluation program, the sample, the organization of data, and the analysis of responses. Part IV assesses project accomplishments. Appendices include a list of the project staff, a collection of miscellaneous materials related to the process of selecting a commercial publisher, the data-collection instruments used in the evaluation program, and a list of the location of the trial centers. A bibliography of publications and other materials pertaining to the project concludes the document. (DT)

ED 137 135

SE 022 411

Hall, Philip A.  
Developing an Effective Ninth Grade ISCS Science Program.

Pub Date 31 Dec 75

Note—101p.; Ed.D. Practicum, Nova University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Achievement, \*Curriculum Development, Doctoral Theses, Educational Research, Grade 9, \*Instruction, Instructional Materials, \*Motivation, Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Intermediate Science Curriculum Study, Learning Environment Inventory, Research Reports

Developed was a modification of the ninth-grade ISCS program to improve motivation and achievement. Classroom environment was assessed and workshops on curriculum and methodology were conducted. Modifications were introduced and assessed. The results indicated: (1) achievement was improved; (2) teaching methodology was changed to increase goal directing techniques and one-to-one achievement; and (3) the Learning Environment Inventory was a useful indicator of the classroom environment. (Author/RH)

ED 137 136

SE 022 412

Planning and Organizing an Adult Environmental Education Program.

Soil Conservation Society of America, Ankeny, Iowa.

Pub Date 73

Note—48p.; Not available in hard copy due to marginal legibility of original document

Available from—Soil Conservation Society of America, 7515 Northeast Ankeny Rd., Ankeny, Iowa 50021 (\$2.00 postpaid; Discounts on quantity purchases)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Education, Adults, \*Conferences, \*Environmental Education, Higher Education, Objectives, \*Program Descriptions, \*Program Development

This publication is based on a symposium organized by the Environmental Conservation Education Division of the Soil Conservation Society of America. The major purpose of the symposium was to bring together practical and theoretical information that would be helpful to a local group that wants to initiate an adult environmental education course in cooperation with an established education or service institution. The symposium first gave attention to the overall needs and objectives of environmental education for adults, including assessment of educational needs and methods of planning and evaluating programs. Descriptions of 6 different adult education programs developed by 6 different institutions are described. Suggestions and guides for initiating and developing viable environmental education programs for adults complete the articles. (Author/RH)

ED 137 137

SE 022 414

Pascarella, Ernest T.

Aptitude-Treatment Interaction in a College Calculus Course Taught in Personalized System of Instruction and Conventional Formats.

Pub Date Apr 77

Note—18p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Contains occasional light type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement, Aptitude, \*Calculus, \*College Mathematics, \*Educational Research, Higher Education, \*Individualized Instruction, Instruction, Mathematics Education, Student Characteristics

Identifiers—Research Reports

Multiple regression analysis was employed to determine the interactive effects of student motivation, prior mathematics preparation, and instructional method on achievement in a calculus course taught in lecture and Personalized System of Instruction (PSI) formats. A significant interaction between mathematics preparation and instructional method was found at  $p < .01$ . A plot of the mathematics preparation by achievement regression lines for each instructional method indicated that the effects of PSI in improving achievement were most pronounced for students at the relatively lowest levels of prior mathematics preparation and tended to diminish progressively as level of mathematics preparation increased. (Author/DT)

ED 137 138

SE 022 424

Post, Thomas R. And Others

Differences Between Teachers' Self-Ratings and Principal and University Faculty's Idealized Mathematics Teacher as Measured by a Mathematics Inventory, Reporting Session.

Minnesota Univ., Minneapolis.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [76]

Grant—NSF-GW-6800

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Educational Research, \*Effective Teaching, Elementary Secondary Education, \*Instruction, Mathematics Education, \*Mathematics Teachers, Secondary School Mathematics, \*Surveys

Identifiers—Research Reports

This survey was conducted to examine differences and similarities between teachers', principals', and college professors' views as reflected on an inventory concerned with both cognitive and affective outcomes of mathematics instruction. A total of 222 randomly selected secondary principals each selected (randomly) one mathematics teacher from their faculty, then both the principals and the teachers completed a 30-item Mathematics Inventory for Teachers (MIT). One hundred forty-one university mathematics educators also took the MIT. Scores were compared using multivariate analysis of variance

procedures. Results showed that the mathematics educators did not conceptualize issues in the same manner as school personnel. Principals and teachers tended to be more closely aligned and expressed a greater amount of ideological agreement than teachers and mathematics educators. (DT)

ED 137 139

SE 022 428

Osborne, Alan R., Ed.

Investigations in Mathematics Education, Vol. 10, No. 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 77

Note—71p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription \$6.00, \$1.75 single copy)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Abstracts, College Mathematics, Elementary School Mathematics, \*Elementary Secondary Education, \*Higher Education, \*Instruction, \*Learning, \*Mathematics Education, Number Concepts, Research Reviews (Publications), Secondary School Mathematics

Eighteen research reports related to mathematics education are abstracted and analyzed. Studies include elementary, secondary, and college mathematics education areas. A majority of the studies relate to instruction and learning. Research related to mathematics education which was reported in RESOURCES IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION between October and December, 1976, is listed. (RH)

ED 137 140

SE 022 429

Coon, Herbert L. Bowman, Mary Lynne

Environmental Education in the Urban Setting: Rationale and Teaching Activities.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—199p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$4.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Curriculum, \*Elementary Secondary Education, \*Environment, \*Environmental Education, Instruction, \*Instructional Materials, Resource Materials, Teaching Guides, \*Urban Studies

This document has two parts. Part I is a rationale developed to present a point of view about the opportunities for environmental education in urban schools. The premise is that environmental education should be a vital part of the total school program. Part II, Teaching Activities, contains ideas and suggestions for implementing such a program. The activities are designed for student use in grades K-12. Each activity has been classified according to the most appropriate grade level, subject matter, environmental concept involved, and environmental problem area. In addition to being classified in these four categories, each activity contains: (1) a statement of purpose on how the activity may be used, and (2) a reference to a source where the activity may be found in more detail or with variations. (Author/RH)

ED 137 141

SE 022 443

Lewis, Ralph H.

Manual for Museums.

National Park Service (Dept. of Interior), Washington, D.C.

Report No.—NPS-152

Pub Date 76

Note—426p.; Photographs may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 024-005-00643-5, \$4.70)

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.

Descriptors—\*Exhibits, \*History, Instructional Materials, Maintenance, \*Manuals, \*Museums, \*Nature Centers, \*Program Development, \*Sciences

This publication is designed to provide comprehensive information on the development and operation of a variety of types of museums. The first part of the book describes museum collections; included are chapters on what to acquire, how to acquire, preparing specimens, caring for a collection, using collections, and disposal of specimens. The second part is concerned with museum records and considers records, cataloging, and classifying. The third part of this manual focuses on furnished historic structure museums; chapters include development, housekeeping, protection, and interpretation. The fourth part is concerned with exhibit maintenance and replacement; chapters include maintaining the exhibit room, cleaning exhibits, maintaining outdoor exhibits, and repair of exhibits. The appendices include a variety of items including laws, fire safety, and a bibliography of museums. (RH)

**ED 137 142** SE 022 444  
**Guidelines for Preparing Subnational Population Projections.** Asian Population Studies Series No. 32.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).  
 Pub Date 75

Note—74p.; Best copy available

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Demography, \*Models, \*Planning, \*Population Trends, Prediction, \*Research Methodology, \*Statistical Analysis  
 Identifiers—\*UNESCO

There has long been a need for a systematic set of instructions for the projection of populations for such subnational areas as states, provinces, districts, or statistical planning areas; and for specific groups of population which may overlap different areas within a country, such as the labor force, various occupation groups, the school age population, literates, or ethnic groups. These guidelines attempt to meet that need. The guidelines are designed to aid development planners by discussing the types of population projections and the ingredients of each to help them decide what the data will permit, and what they should do to produce the numbers required by their work. Sections include the following: (1) General Considerations in Population Projections; (2) Subnational Areas and Population Projection; (3) Measurement and Estimation of Internal Migration; (4) Measurement and Estimation of Natural Population Change; (5) Mechanical Methods for Projecting Subnational Populations; (6) Analytic Methods of Subnational Population Projection; (7) Projecting Urban and Rural Population and Socio-Economic Groups; and (8) Some Methods of Estimation from Incomplete Data. (Author/RH)

**ED 137 143** SE 022 445  
**Information About Information. An Annotated Bibliography.**

George Washington Univ., Washington, D.C.  
 Spons Agency—Rockefeller Bros. Fund, New York, N.Y.  
 Pub Date Jan 77

Note—34p.; Contains light and broken type  
 Bibliography developed by the Center for Museum Education, George Washington University

Available from—George Washington University, Center for Museum Education, Washington, D.C. 20052 (\$1.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adult Education, \*Annotated Bibliographies, Art, Bibliographies, Elementary Secondary Education, Higher Education, \*Instruction, \*Museums, \*Program Development, \*Sciences, \*Training

Included in this bibliography are an alphabetical listing of subject heads used for cataloging material at the Center for Museum Education located on the campus of George Washington University, and an annotated listing of a selection of items processed by the Center related to Museum Education. Topics represented include: (1) Audiences; (2) Arts in Education; (3) Bibliographies/Book Reviews; (4) Community/Collaboratives; (5) Docents and Volunteers; (6) Evaluation; (7) Funding; (8) History; (9) Museums and Schools; (10) Science; (11) Teaching, Touring, and Interpretation; (12) Training Programs; and (13) Participatory. (RH)

## SO

**ED 137 144** SO 009 609

Rosenfelt, Deborah Silverton, Ed.

**Going Strong: New Courses/New Programs. Female Studies VII.**

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.  
 Pub Date 73

Note—258p.; For related documents, see SO 009 608-611

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$5.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Art Education, \*College Curriculum, \*Course Descriptions, Curriculum Guides, Developing Nations, Education, Females, Higher Education, Humanities Instruction, Interdisciplinary Approach, Journalism, Legal Education, Literature, Non Western Civilization, Social Sciences, Social Work, Speech, Theological Education, \*Womens Studies  
 Identifiers—Third World

The fourth volume in a series, this publication describes new college courses and programs in women's studies as of November, 1973. The author selected courses which are innovative; provide significant assistance through organization, bibliography, or project suggestions to women developing their own courses in the area; extend rather than repeat material already available in the first three volumes; and indicate the geographic and institutional diversity of women's studies. Course descriptions on Third World women in non-Western societies are included. Following a brief introduction, the book outlines courses in female studies in the following areas: interdisciplinary courses; humanities and arts; classics; history; literature; philosophy; speech; theology; anthropology; economics; law; political science; psychology; sociology; child development; education; journalism; and social work. Course descriptions include a brief statement of rationale and major goals and lesson plans stressing course concepts, topics, and assignments. The book concludes with additional lists and short descriptions of women's studies programs. (Author/RM)

**ED 137 145** SO 009 611

Rosenfelt, Deborah Silverton, Ed.

**Learning to Speak: Student Work. Female Studies X.**

State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.  
 Pub Date 75

Note—255p.; For related documents, see SO 009 608-610

Available from—The Feminist Press, Box 334, Old Westbury, New York 11568 (\$5.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Anthologies, Athletics, College Students, \*Creative Writing, Descriptive Writing, Females, Higher Education, \*Humanities Instruction, Mothers, Religion, Research, \*Student Developed Materials, \*Womens Studies, Writing

Identifiers—China

The tenth volume in a series, this publication is a collection of papers produced by college students in women's studies classes around the country. The major purpose of the collection is to provide teachers and students in the field with access to the products of classes other than their own. Most of the writings come from the humanities or from introductory interdisciplinary courses. The anthology is divided into four sections. The first section contains biographical essays, journal excerpts, autobiographies, and poems on the theme of mothers and mothering. Section two contains five autobiographies. Research reports are included in the third section. Topics researched include the role of women in children's popular ballads, women and the Mormon Church, women in sports reporting, and rural Chinese women. The fourth and final section contains creative works—a short story, poems, a play, and a song. (Author/RM)

**ED 137 146** 95 SO 009 707

Wiley, Karen B. Superka, Douglas P.

**Evaluation Studies on "New Social Studies" Materials.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-193

Pub Date 76

Note—128p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 193, \$4.50 paper cover)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Curriculum Evaluation, Decision Making, Educational Assessment, Elementary Secondary Education, \*Evaluation, Formative Evaluation, Instructional Materials, Social Sciences, \*Social Studies, Summative Evaluation, \*Textbook Evaluation, Textbooks

Evaluation studies for 68 sets of social studies curriculum project materials developed in the sixties and seventies are identified. The reports include data from actual use of K-12 materials in teacher training and classroom situations. Three major data bases were searched in the spring of 1976 to identify existing evaluation studies: the ERIC collection, Dissertation Abstracts International, and the curriculum materials background collection of the Social Science Education Consortium's Resource and Demonstration Center. The document, arranged alphabetically according to the title of the materials, provides basic information including the author, developer, editor; the publisher and address; the publication data; the grade level; and the subject area of the materials. Following this descriptive information the evaluation studies on the materials are listed alphabetically by author. Basic bibliographic information is given for each evaluation study followed by an annotation. Each annotation contains a statement of the purpose of the study, including the variables that were examined; a description of the size and nature of the sample used in the study; and an indication as to whether the study was summative or formative. No evaluation studies were found for about one-third of the materials. These studies are identified with a statement "No evaluation reports available" to save the user who might be interested in such studies the effort of a fruitless search. (Author/JR)

**ED 137 147** 95 SO 009 718

Alder, Douglas D., Ed. Linden, Glenn M., Ed.

**Teaching World History: Structured Inquiry through a Historical-Anthropological Approach.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-PUB-195

Pub Date 76

Note—166p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 195, \$6.50 paper cover)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Anthropology, Class Activities, \*Cross Cultural Studies, Developed Nations, Developing Nations, Elementary Secondary Education, Industrialization, \*Inquiry Training, \*Interdisciplinary Approach, Lesson Plans, Questioning Techniques, \*Social Studies Units, \*World History

Suggestions are offered to help K-12 teachers integrate anthropological approaches and content into the world history curriculum. The paper contains nine inquiry lessons which ask students to explore how the various societies have dealt with kinship, decision making, distribution of resources, transmission of values, and other cultural universals. Each lesson provides an introduction, an overview, learning objectives, student activities, evaluation methods, and a bibliography of teacher readings. Various student readings needed to implement the lessons are included. The introductory lesson, "Teaching World History in Cultural Perspective," presents the cultural universals. In Chapter 2 students examine the Pinatubo Negritos, the Netsilik Eskimos, and the King Bushmen as examples of the herding and gathering societies. The third lesson looks at the Bantu-speaking Africans as an

example of agri-pastoral people. Chapter 4 focuses on the agricultural societies, presenting material on the ancient middle-American Mayan culture. Students examine the Chinese agricultural society in Chapter 5. Chapters 6 and 7 deal with the rise of industrialism in Europe and in Japan. The eighth lesson examines the post-industrial United States. In Chapter 9 students look at the development of totalitarianism with post-industrial Nazi Germany. The tips paper concludes with a bibliography of pertinent curriculum materials in ERIC. (Author/RM)

ED 137 148 SO 009 746

Bailey, John E., III  
Change. [Independent Study in U.S. History for High Schools].  
Pub Date Mar 76

Note—210p.; PhD, Nova University; Hard copy not available due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Individualized Curriculum, \*Instructional Materials, \*Mastery Learning, \*Mastery Tests, Secondary Education, \*Social Change, Social Studies Units, Technological Advancement, \*United States History

Identifiers—\*Personalized System of Instruction

These units of study provide the basis for a semester long independent course of study in United States history for high school students. The major theme of the 16 units is technological and social change and how people throughout history have reacted to it. Students read, take a mastery test, and review results with the instructor. Extra credit is possible through projects. The sixteen units treat the growth of industry, the farmer and worker, progressivism, foreign policy, the twenties, the depression, the New Deal, World War II, the frontier, agriculture, conservation, big business, business cycles, foreign trade development of unions and labor legislation. An overview, student assignments in the form of textbook readings, and study questions are provided for each unit. A bibliography of textbooks which students must use for the course is provided. No specific project ideas are presented. Mastery tests, which comprise approximately 75 percent of this document, are provided for each unit. (Author/RM)

ED 137 149 SO 009 760

Surber, Colleen F. And Others  
Self-Pacing Versus Pacing Requirements: Criterion Measures, Student Evaluations, and Retention.

Pub Date Sep 76

Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, Behavior Patterns, Child Development, Comparative Analysis, Conventional Instruction, Course Evaluation, Data Analysis, \*Educational Research, Higher Education, \*Individualized Instruction, Measurement, \*Pacing, Post Testing, Pretesting, Programmed Instruction, Statistical Analysis, Student Attitudes, Student Behavior, \*Student Evaluation, \*Student Motivation, \*Teaching Methods

Identifiers—\*Personalized System of Instruction

The study compares the content retention by students who are self-paced with content retention by students whose pacing is modified by instructors. The subjects included 148 students enrolled in an introductory college level child development course. One group of 74 students was randomly assigned to a self-paced section and another group of 74 students was assigned to an instructor-paced group. The general procedure was to divide course materials into 15 units of approximately equal size. At the completion of each unit's assignment, students were required to pass a 10-item, short answer essay quiz and an oral examination. Ninety percent mastery was required. The course syllabi for the two groups were identical except for the section describing grading procedures. In the self-paced group, students were permitted to complete the course at their own rate within the semester. The final grade was based solely on the number of units mastered. Findings indicated that even though the self-paced group procrastinated while the instructor-paced group worked at an even rate throughout the semester, both groups scored similarly on pre-

test, and follow-up tests and were equally satisfied with the course. No differences were found in the number of units completed, final grade distribution, or course withdrawal rates. (Author/DB)

ED 137 150 SO 009 799

McClellan, James E.

Indoctrination and Believing.

Pub Date Dec 76

Note—21p.; Paper presented at Eastern Division Meeting of the American Philosophical Association (Boston, Massachusetts, December 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Freedom, Change Strategies, Dogmatism, \*Educational Objectives, \*Educational Philosophy, Educational Responsibility, Educational Strategies, Elementary Secondary Education, Higher Education, Instructional Design, Logical Thinking, Models, \*Moral Development, \*Philosophy

Identifiers—\*Indoctrination

The paper investigates the relationships among indoctrination, education, believing, and action in order to inform students and teachers of methods of openly and collectively guarding against indoctrination in the American school system. Four conditions for distinguishing indoctrination from education are: (1) intent of the teacher; (2) truth or falsity of content; (3) method of teaching; and (4) context of teaching, i.e., the existence of reward or punishment in the situation. A conceptual and political strategy illustrates a way of distinguishing between indoctrination and moral education. The first rule admonishes the teacher to do whatever is possible on an individual basis, for example, eliminating the condition of reward or punishment. The second rule suggests action up to the limit of incurring institutional repression, followed by rule three which recommends sharing matters one can't handle oneself with those existentially concerned, including students. Rule four states that both student and instructor views comply with a truth value which can be established as true because all its component parts are true. In conclusion, when the rules of procedure are followed, education instead of indoctrination will occur because students and teachers establish conditions that promote rationality (mutuality) in an effort to discover what they want to believe and how they want to act in accordance with those beliefs. (Author/DB)

ED 137 151 SO 009 804

Latin American Studies: New Roles, New Constraints. Issues in International Education, No. 7.

Institute of International Education, New York, N.Y.

Pub Date 76

Note—17p.

Available from—Counseling and Correspondence Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (\$1.00 paper cover)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Area Studies, Comparative Analysis, Comparative Education, Developing Nations, Educational Assessment, Educational Development, Educational Improvement, \*Educational Trends, Higher Education, \*International Education, Latin American Culture, Needs Assessment, Program Evaluation, Reports, Resource Allocations, Social Sciences

Identifiers—\*Latin America

The report highlights issues discussed at a meeting of the International Councils on Higher Education held in Mexico in 1975. The purpose of the meeting was to promote exchange of ideas and experiences among higher education experts from Latin America and the United States. A major portion of the Mexico conference was devoted to an assessment of Latin American area studies programs from the perspective of educators from the United States and eight Latin American nations. Presented as an essay interpreting the principal issues in the position papers, the document discusses three major topics. The first section compares Latin American studies in American universities with similar courses in Latin American institutions. It concludes that recent improvement in centers in Latin America has decreased U.S. domination of the field and encouraged dialogue on common intellectual concerns. Section II focuses on dwindling financial

support for U.S. Latin American studies centers which, when combined with relatively low-level funding of research and training in Latin American institutions, may sap the vitality of the professional field. In section III, the role challenge facing U.S. Latin American scholars is discussed and suggestions are made for re-evaluating objectives and establishing cooperative projects between U.S. scholars and their Latin American counterparts. A directory of conference participants and observers is included in the document. (Author/DB)

ED 137 152 95 SO 009 813

Almeida, Raymond A. Nyhan, Patricia

Cape Verde and Its People: A Short History, Part I [And] Folk Tales of the Cape Verde People.

Department of Communications, Ottawa (Ontario). Communications Research Centre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—46p.

Available from—American Committee for Cape Verde, 14 Beacon Street, Boston, Massachusetts 02108 (\$1.50 each, paperbound, 20% discount 20 copies or more)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cultural Education, Elementary Secondary Education, Folk Culture, Folklore Books, \*Foreign Countries, History, \*Resource Units, Social History, \*Social Studies

Identifiers—\*Cape Verde Islands

Two booklets provide an overview of the history and folklore of Cape Verde, a group of islands lying 370 miles off the west coast of Africa. One booklet describes the history of the islands which were probably settled initially by Africans from the west coast of Africa. By the 15th century the islands were colonized by Portuguese and other Europeans. The language, Crioulo, is a mixture of Portuguese vocabulary and African grammar. Geographical position was the main reason for settlement of Cape Verde: located near the African coast, with good winds and currents, the islands were an ideal stopping place for ships sailing between North America and Africa and Europe and South America. Salt and hand-woven cloth were exported from the islands, and in the 15th and 16th centuries slave trade provided another basis for commercial activity. Cape Verdeans came to America in the 17th century as slaves, and in later years others immigrated to New England to work in cranberry bogs. Cape Verde became independent of Portuguese rule in 1975. One of its most serious problems is recurring drought and famine. The booklet of folk tales contains five stories with the same characters: a foolish man, a clever boy, and an equally clever wolf. The folk tales seem appropriate for intermediate or junior high reading level. (AV)

ED 137 153 SO 009 815

Juola, William And Others

Duluth Economics Project.

Spons Agency—Duluth Public Schools, Minn.; Joint Council on Economic Education, New York, N.Y.; Louis W. and Maud Hill Family Foundation, St. Paul, Minn.; Minnesota State Council on Economic Education, Minneapolis.

Pub Date 73

Note—792p.

EDRS Price MF-\$1.50 HC-\$42.19 Plus Postage.

Descriptors—\*Behavioral Objectives, Bibliographies, \*Cognitive Objectives, Concept Teaching, \*Economic Education, Economics, Elementary Secondary Education, Instructional Materials, \*Multimedia Instruction, \*Student Evaluation, Teacher Developed Materials

This document contains 680 instructional objectives, related activities, and resources for economic education in elementary and secondary grades. Developed by a committee of teachers, the objectives can be incorporated into any existing curriculum. The materials are adaptable to the traditional classroom as well as to individualized situations. Seven content areas are covered: (1) the importance of economics and the nature of economic understanding, (2) the central economic problem in all societies; (3) the modified market economy of the United States, (4) economic growth and stability, (5) distribution of income, (6) United States in the world economy, and (7) other economic systems. Each objective is presented in terms of its purpose, performance criterion, sample test situation, and



resources for student activities including books and films. For each content area, bibliographies of supplementary reading material and audiovisual aids are given. The document also contains general bibliographies of 70 books used for concept areas, 44 books for statistical references, and 154 books for primary and intermediate grades. (AV)

ED 137 154

SO 009 827

Rice, Marion J.

**The Reduction Model for Precollege Curriculum Writing.**

Pub Date 15 Oct 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors:** \*Curriculum Development, Curriculum Research, Elementary Secondary Education, \*Guidelines, Higher Education, Learning Theories, Material Development, Models, Social Sciences, \*Social Studies, \*Writing Skills

A model is presented which is designed to help curriculum developers prepare written pupil curriculum materials in the social studies. Helpful to teachers in presenting complex ideas from the social sciences in a direct and simple manner, the model consists of four major steps. Step I discusses the selection of major ideas and ways of placing them into a discipline framework. Curriculum content selection begins with outcome specification and is followed by the selection of content to achieve that outcome. Step II is an expository presentation of ideas in narrative form to clarify understanding of material. Benefits of this type of presentation are elaboration of the material to be developed, without the need for simplification; opportunity to check coherence and unity of conceptualization; and fuller explanation of the material to the teacher. Step III focuses on the selection of major ideas most critical for children's learning and recommends a review panel to facilitate judgment. Step IV explains how to rewrite curriculum material in a simpler format. Useful pointers for writing smoothly are given on the topics of deletion, syntax, vocabulary simplification, economy of expression, statements of generality and specificity, and content validation. (Author/DB)

ED 137 155

SO 009 834

Vetter, Donald P. Vigliotti, Mark A.

**Community Involvement in Law Education: Human Resources in Carroll County, Maryland. Law-Related Education Program for the Schools of Maryland.**

Carroll County Public Schools, Westminster, Md.; Maryland State Bar Association, Baltimore.

Pub Date Jan 77

Note—56p.; For related documents see SO 009 835 and SO 009 859-860

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors:** \*Citizenship Responsibility, Civics, Class Activities, \*Community Involvement, Court Role, Elementary Secondary Education, Field Trips, Instructional Improvement, Learning Activities, \*Legal Education, Police Community Relationship, \*Program Descriptions, Projects, \*Resource Guides, Role Playing, School Community Relationship, \*Social Studies, Teaching Techniques

**Identifiers:** \*Maryland

Community resources, learning activities, teaching tips, field trip suggestions, and other sources available in Carroll County, Maryland, for use by K-12 teachers in developing, planning, and implementing citizenship education programs in the social studies classroom are provided. The first chapter examines procedures to be followed by teachers when working with community resource people. A nine item checklist for use in preplanning classroom visitations is included. The second chapter outlines the school visitation and resource programs which have been developed by the Westminster City Police, the Maryland State Police, and the Federal Bureau of Investigation. Topics include bicycle safety, behavior toward strangers, bomb detection, riot control, drug abuse, criminal investigations, FBI jurisdiction, and national security. A list of federal and state law enforcement agencies is included. A description of information services and programs offered by the Carroll County Bar Association and a directory of Carroll County attorneys are presented in the third chapter. Auxiliary agencies in the Carroll County area which can serve as information sources are listed in chapter four, followed by suggestions for law-related field trips in

chapter five. Tips for planning and conducting field trips are included. Suggested field trips include police ride alongs, courtroom visitations and tours of correctional facilities. (Author/DB)

ED 137 156

95

SO 009 840

Totman, Theodore L.

**Social Science Research Institutes in the Quality American University. Final Technical Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BN-3-0928

Pub Date 17 Nov 76

Grant—NE-G-00-3-0024

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors:** Educational History, Higher Education, Institutional Environment, \*Institutional Role, Interdisciplinary Approach, Organizational Climate, \*Research and Development Centers, \*Research Projects, \*Social Science Research, \*Universities

The technical report presents a chapter outline and thesis summary of an investigation of social science research institutes in American universities. The bulk of the report presents the thesis in four sections. Section I proposes a typology of organized social research units (OSRUs) in the 11 universities studied. Dimensions used to classify the OSRUs are location, type of program, program orientation, and organizational unit. The second section summarizes the thesis: that OSRUs represent the embodiment of research function in the quality university, a reduction in time devoted by social science faculty to teaching, and an increase in the research effort of academic social scientists. The third section summarizes constraints inherent in the university context which face any effort to develop OSRUs, such as administrative policies, organization of OSRUs, choice of director, and recruitment of staff. The final section summarizes requirements for the creation and operation of successful OSRUs. Requirements include developing a power base which enables the unit to be self-sustaining and an image as an organization which consistently produces high quality research, financial support, leadership, and good management. The OSRUs should also be located near other researchers. (Author/DB)

ED 137 157

SO 009 850

The State of Civil Rights: 1976.

Commission on Civil Rights, Washington, D.C.

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors:** \*Civil Rights, Educational Legislation, Elementary Secondary Education, Equal Education, \*Equal Facilities, \*Equal Opportunities (Jobs), Females, \*Government Role, Higher Education, Housing Discrimination, Minority Groups, Moral Issues, Racial Discrimination, Reports, Social Change, Socioeconomic Influences, Supreme Court Litigation

The review documents civil rights developments during 1976, concentrating on positive developments such as school desegregation, increased political participation by minorities and women, and on negative developments such as economic recession and inadequate civil rights enforcement. Section I provides information on the Supreme Court's 1976 decision in *Washington v. Davis* and several other related cases in which the court restated that the plaintiff in civil rights cases must prove that the defendant acted with discriminatory intent. Section II describes the gap in occupational and income status between white males, minorities, and women which was aggravated by the 1974-5 recession and continued into 1976. In section III, desegregation of educational facilities and the enactment of bilingual, bicultural programs are discussed, followed by a report of increased political participation by minorities and women in section IV and a review of housing conditions and problems in section V. Section VI reviews a number of other civil rights issues, including abortion, the Equal Rights Amendment, harassment of legal aliens, abuse of Native Americans, and discrimination within the military. The conclusion is that the Federal Government must counteract the erosion of previous commitments to basic rights by reestablishing America's moral commitment to civil rights through specific equal opportunity programs. (Author/DB)

ED 137 158

SO 009 859

Vetter, Donald P. Paradis, Gerard W.

**Involvement: A Practical Handbook for Teachers on Law-Related Methodologies. Law Related Education Program for the Schools of Maryland, Elementary Level.**

Carroll County Public Schools, Westminster, Md.; Maryland State Bar Association, Baltimore.

Pub Date 76

Note—137p.; For related documents, see SO 009 834-835 and SO 009 860; Pages 1-20 of the original document were removed by the authors

Available from—Carroll County Public Schools, 55 North Court Street, Westminster, Maryland 21157 (\$4.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

**Descriptors:** \*Civics, Class Activities, Cognitive Objectives, Curriculum Development, Democratic Values, Elementary Education, \*Learning Activities, \*Legal Education, Lesson Plans, \*Social Studies, Student Developed Materials, \*Student Participation, Teaching Guides, \*Teaching Techniques

The teacher's handbook provides goals, objectives, and teaching strategies helpful to elementary teachers in supplementing existing law-related curriculum materials in the social studies classroom. Intended as a means of actively involving students in a study of law, the first section presents 17 lesson plans for use in grades K-2. Topics include enforcement of laws, justice in the courts, laws as social controls, human variability, property rights, fairness, rules, and diversity. The second section provides 34 plans for use in grades 3-5. Topics include responsibility, fairness, bicycle safety, honesty versus stealing, the need for rules, settling disputes, and the juvenile justice system. The third section presents six lesson plans for use in grades 3-5 developed by secondary school students trained by the program. Topics are law and values, leadership, functions of rules and law, rule making, freedom of speech, and justice. For each topic in Sections I-III, the following information is given: time, materials required, rationale, content, objectives, procedures, evaluation, and assignments. The lesson plans focus on the following teaching strategies: class discussion, story reading, art work, case studies, slide shows, role playing, partner and group work, and class visitations. A materials evaluation inquiry is included. (Author/DB)

ED 137 159

SO 009 860

Vetter, Donald P. Paradis, Gerard W.

**Involvement: A Practical Handbook for Teachers on Law-Related Methodologies. Law Related Education Program for the Schools of Maryland, Secondary Level.**

Carroll County Public Schools, Westminster, Md.; Maryland State Bar Association, Baltimore.

Pub Date 76

Note—129p.; For related documents, see SO 009 835-836 and SO 009 859; Pages 1-20 of the original document were removed by the authors

Available from—Carroll County Public Schools, 55 North Court Street, Westminster, Maryland 21157 (\$4.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

**Descriptors:** Citizenship Responsibility, \*Civics, Class Activities, Cognitive Objectives, Curriculum Development, Democratic Values, Elementary Secondary Education, \*Learning Activities, \*Legal Education, Lesson Plans, \*Social Studies, Student Participation, Teaching Guides, \*Teaching Techniques

The teacher's handbook provides goals, objectives, and teaching strategies helpful to secondary teachers in supplementing existing law-related curriculum materials in the social studies classroom. Intended as a means of actively involving students in a study of law, the first section presents 19 lesson plans and selected student resources for use in grades 6-8. Topics include crime rate, the misuse of authority, authority and police, freedom of the press, authority and the courts, accessory to a crime, fair trial, student rights, responsibilities, and citizenship. The second section provides 26 lesson plans for use in grades 9-12. Topics include police methods, amendments, slavery vs. freedom, shoplifting, foreign policy, law vs. conscience, urban crime, euthanasia, and the electoral college. For each topic in sections I and II, the following information is given: course into which the topic might

be integrated, topical questions, time, required materials, resource people, rationale, content, objectives, procedures, assignments, and evaluation. Teaching strategies include newspaper article analysis, class discussion, assigned readings, mock trials, drafting of hypothetical laws, role playing, class visitations, map analysis, case studies, film and slide viewing, document analysis, group work, and educational games. (Author/DB)

**ED 137 160** SO 009 868  
Heslep, Robert D.

**Theoretical Approaches to Moral/Citizenship Education.**

Pub Date: 76

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Citizenship, \*Comparative Analysis, Democratic Values, Educational Needs, Educational Objectives, \*Educational Philosophy, Educational Strategies, Educational Trends, Ethical Instruction, Evaluation, \*Moral Development, Moral Issues, Moral Values, Research Needs, \*Theories, Values

Four theoretical approaches to moral/citizenship education are described and compared. Positive and negative aspects of the cognitive-decision, developmental, prosocial, and values approaches are discussed and ways of relating the four approaches to each other are suggested. The first approach, cognitive-decision, is distinctive for its examination of the concept of practical reason. It includes claims about morality and offers a specific moral/civil theory based upon liberty, dignity, equality, and fairness. It maintains that the objective of moral/citizenship education is to instruct students in the nature of making moral and civic decisions. The second approach, developmental, favors a moral theory which maintains that there exists a set of sequential and irreversible moral stages through which human beings go and that students must be guided to higher stages until they reach rational autonomy. The third approach, the prosocial, stresses research on specific kinds of altruistic behavior and alteration of student behavior in a prosocial direction. The fourth approach, values, focuses upon helping students become aware of and act upon their values, although there is significant disagreement among proponents of this approach whether or not any set of values might be good or bad in a moral sense. References are included in the document. (Author/DB)

**ED 137 161** SO 009 870

**The U.S. Constitution and Its Development.**

Connecticut Council for the Social Studies; Yale Univ., New Haven, Conn.; Yale Univ., New Haven, Conn. Dept. of History; Yale Univ., New Haven, Conn. Law School.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date 7 May 76

Note—70p.; Papers presented at Annual Meeting of the Connecticut State Council for the Social Studies (New Haven, Connecticut, May 7, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Case Studies, \*Civics, Civil Liberties, Comparative Analysis, \*Constitutional History, Court Role, Feminism, Freedom of Speech, History Instruction, \*Legal Education, Political Issues, Secondary Education, \*Social Studies, Supreme Court Litigation, Symposia, \*United States History, Urban Studies

The report presents a collection of articles on constitutional issues from a 1976 social studies conference. It is intended to be used by teachers in planning and implementing curriculum materials on development of the U.S. Constitution. The booklet is divided into eight articles. The first article discusses interpretive problems in the formation of the constitution and gives examples of how historiographic issues can be effectively used in the teaching of history. The second article explores ways of teaching and understanding legal terms, reasoning, analysis, and rules. In the third article, the English roots of American constitutionalism are explored, followed by discussion of women's rights under the constitution in the fourth article. Urban problems before the courts, and, particularly, ways in which social studies teachers can draw themes from court action, are discussed in the fifth article. The sixth article presents a history of the Supreme Court's handling of cases related to education, followed by a

report of recent trends of freedom of expression in American constitutional law in the seventh article. The final article compares myths, opinions, and facts of the U.S. Constitution with those of the constitution of the Union of Soviet Socialist Republics. (Author/DB)

**ED 137 162** SO 009 873

Wieting, Stephen G.

**Simulated Research Experiences for Teaching Research Methodology: Some Educational Computing Implications.**

Pub Date 76

Note—29p.; Paper presented at Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Computer Assisted Instruction, Computers, Decision Making Skills, Educational Environment, Educational Games, Educational Research, Higher Education, Instructional Improvement, Learning Characteristics, Learning Experience, \*Research Methodology, \*Simulation, \*Sociology, Student Attitudes, Tables (Data), Teacher Developed Materials, Teaching Methods, \*Teaching Techniques

The ambiguities surrounding computer simulations in sociology teaching and research on the university level are described and the implications of computers as a teaching technique are explored. Intended as an explanation to sociology teachers and researchers of how students' learning experiences are shaped by their orientations to computer environments, departmental organization, and university organization, the paper is presented in three sections. Section I discusses the relationship between using the computer for educational purposes and sociological theory. Simulation examples and observations on educational environments are given. Section II presents reasons why computer usage is a particularly suitable topic for educational research. Reasons include the compatibility of computer technology with both teaching and research and evidence that students improve decision-making skills when trained in computer simulations. There are also indications that participation in computer simulations contributes to development of basic sociological knowledge which, in turn, facilitates learning of sociological theory. Section III discusses computer usage by the reformist element in sociology within the framework of statements by sociologist Wilbert Moore. Tables, a questionnaire of student attitudes toward research methodology, and references dealing with sociology education, simulations, student evaluations, and computerized education are included. (Author/DB)

**ED 137 163** SO 009 875

Burks, Jayne Burress

**Teaching Research Methods to Non-Sociology Students.**

Pub Date 76

Note—8p.; Paper presented at Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Course Descriptions, Course Objectives, Curriculum Development, Educational Objectives, Higher Education, \*Interdisciplinary Approach, Relevance (Education), \*Research Methodology, \*Sociology, Student Needs, \*Teaching Methods

The course description provides objectives and goals, teaching techniques, and textbook selection criteria helpful to college teachers in planning, developing, and implementing research methodology programs for non-sociology students. The four major objectives of the course are: (1) to familiarize students with the library resources for research, (2) to introduce students to basic descriptive and inferential statistical measures, (3) to introduce some important principles of research methodology, and (4) to require students to devise and prepare a proposal for an original research project. Library and faculty cooperation are discussed and types of statistical data and levels of measurement taught in the course are described. "The Practice of Social Research" by Earl R. Babbie is designated as the textbook used to introduce principles of social research. (Author/DB)

**ED 137 164** SO 009 876

Donchenko, Adele K.

**Slavs in America.**

Pub Date [76]

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Acculturation, American Culture, Behavior Patterns, Case Studies, Cultural Awareness, \*Cultural Background, \*Ethnic Groups, \*Ethnic Origins, Ethnic Stereotypes, Ethnology, Group Status, \*Immigrants, Minority Groups, Socialization, Sociocultural Patterns, Socioeconomic Status, \*United States History Identifiers—\*Slavic Peoples

The history of Slavic immigration in America is traced and the characteristics that define Slavs as an ethnic group are identified. Focusing on the difficulties experienced by Slavs in melting into accepted American patterns, the paper records the rise in Slavic ethnic consciousness. Topics discussed are Slavic language, geographic concentration of Slavs in Eastern Europe, cultural identity, physical characteristics, and religious differences. The section on early immigration discusses the reasons which attracted Slavs to America from earliest colonial days. These reasons include religious convictions, military obligations, adventure, and political idealism. Case studies of individual Slavic immigrants are presented. The greatest wave of Slavic immigration occurring from 1880-1920 is described, followed by discussion of the constant but less intense immigration after 1920. Reasons for later immigration include the Bolshevik Revolution, displacement due to political events in Europe, and religious persecution. The major contributions of Slavs to American science, music, industry, politics, and education are noted. (Author/DB)

**ED 137 165** SO 009 878

Roberts, Nancy

**Simulation Gaming: A Critical Review.**

Pub Date 76

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Affective Objectives, Cognitive Objectives, \*Computer Assisted Instruction, Data Analysis, Decision Making Skills, Educational Experiments, \*Educational Games, Educational History, Educational Trends, Elementary Secondary Education, \*Evaluation, \*Knowledge Level, \*Literature Reviews, Role Playing, \*Simulation, Student Attitudes

The review of the empirical literature on simulation gaming categorizes positive, negative, and contradictory aspects of gaming as an educational tool as revealed by the research. The review, which concentrates on simulation games for elementary and secondary school students, is presented in seven sections. Section I presents a brief history of gaming. Section II assesses data in recent gaming literature on learning versus interest in role playing. The importance of background knowledge and abilities that students bring to games is discussed in section III, followed by identification of the problems and positive aspects of role playing in sections IV and V. Problem areas include lack of role involvement, boredom, and the similarity of all simulation games. Positive aspects include the changed role of the teacher, the socialization process that occurs during the game, and the ability of games to teach complex problems in the classroom. Section IV discusses computerized games, the contribution of computers to gaming, and the increased sense of efficacy experienced by students using computerized games. The last section summarizes the literature on gaming by listing the positive aspects of gaming, the major drawbacks, and the benefits which result from the new computerized games of strategy. References are included. (Author/DB)

**ED 137 166** SO 009 880

Schmuck, Richard A. Schmuck, Patricia A.

**Group Processes in the Classroom, Second Edition.**

Pub Date 75

Note—229p.

Available from—Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$5.95 paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Change Strategies, Classroom Communication, \*Classroom Research, Elementary Secondary Education, Expectation, Group Behavior, \*Group Dynamics, Inservice Teacher Education, Interaction, Leadership, Norms, \*Peer Groups, Peer Relationship, \*Student Behavior, Student Development, \*Teacher Behavior, Teacher Education

How the processes of group interaction combine to help or hinder cognitive and affective learning in the classroom is discussed. Numerous concepts about interaction in the classroom along with the available research on those concepts expressed in practical terms are presented. Implications for teachers are emphasized. The book is designed to be used by preservice teachers in their curriculum, instruction, or educational psychology courses and by experienced teachers in in-service training sessions. Chapter one lays the groundwork for the rest of the book by offering a social psychological perspective on classroom group processes. Chapter two discusses an overview of group processes including its history, current social movements, the sequential stages of development, and the school organization. The topic of expectations is treated in chapter three. How expectations develop, teacher expectations and student performance, implications for teachers, and action ideas for change are examined. Leadership and attraction are the topics of chapters four and five respectively. Discussions of the bases of influence, flexible leadership, and classroom liking patterns and their effects on academic performance are included. Chapters six, seven, eight, and nine deal with norms, communication, cohesiveness, and sequential stages of development. The book concludes with a chapter on school organization. (Author/RM)

ED 137 167 SO 009 881

Murphy, Francis X. Erhart, Joseph F. *Catholic Perspectives on Population Issues. Population Bulletin*, Vol. 30, No. 6.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date 75

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Beliefs, \*Catholics, Church Role, \*Contraception, Demography, Dissent, Family Planning, \*Moral Issues, Philosophy, \*Population Growth, Population Trends, Religion, Reproduction (Biology), Socioeconomic Influences, Values, World Problems

The bulletin provides information on the position of the Catholic Church on population issues. The purpose is to help responsible thinkers and world organizations understand the Catholic perspective. The booklet focuses on religious, human, and ethical dimensions of the demographic situation and is presented in seven chapters. The first chapter examines the Papal perspective, world hunger, the abortion movement, and the Catholic belief in the sanctity of human life. The second chapter traces traditional Catholic teachings on contraception from the Roman Empire through the 19th century. The phenomenon of birth control is traced in the third chapter, followed by a discussion of the Catholic love ethic versus contraception in the fourth chapter. The reorientation of moral thinking after World War II is discussed in chapter five, with a focus on Vatican Council II, the Papal Birth Control Commission, and the Encyclical "Humanae Vitae." The theological, popular, and political reaction to the *Humanae Vitae* is chronicled in chapter six. The last chapter discusses the liberal/conservative polarization within the church as a result of the Encyclical, the resulting confusion among Catholics, and the introduction of the laity into the thinking and witness of Catholic doctrine. References are included. (Author/DB)

ED 137 168 SO 009 882

McConnell, James E.

*A Geographer's Perspective of Contemporary Problems and Human Survival: An Introductory Course in Human Geography and Motorcycle Maintenance.*

Pub Date Nov 76

Note—15p.; Paper presented at the annual meeting of the National Council for Geographic Education (San Francisco, California, November 24-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Conflict Resolution, Course Descriptions, Course Objectives, Curriculum

Development, \*Geography Instruction, \*Global Approach, Higher Education, \*Human Geography, \*Interdisciplinary Approach, Living Standards, Problem Solving, Skill Development, Social Environment, \*Social Problems, Social Sciences, \*Values, World Problems

The scientific community needs to reappraise its actions and become concerned with the real world problems that threaten existence in society. These include world poverty, starvation, and declining quality of life. Geographers need to develop greater concern resulting in evaluating their research, curricula, educational goals and course content in light of the problems of human survival. Three tasks to be undertaken in equipping students for such problem solving are identified. First, geographers must learn more about research in other social and physical sciences in order to work towards solving societal problems in an efficient, interdisciplinary manner. Second, geographers must develop curricula which emphasize training for present and future problem solving. Third, geographers should reorient geography courses to focus on the complexity of contemporary problems. An introductory, college-level, human geography course outline is presented in five parts: (1) focuses on mankind at the turning point in his struggle for existence and explores the urgency of finding solutions before it is too late; (2) discusses geographic perspective, reasoning, tools for analysis, and relevance; (3) identifies and discusses local, national, and international spatial systems; (4) describes the processes which underlie human survival and spatial systems; and (5) summarizes the geographer's contribution to future survival. (Author/DB)

ED 137 169 SO 009 883

Lee, David R.

*Exploring Sex Roles in African Studies.*

Pub Date Nov 76

Note—10p.; Paper presented at Annual Meeting of the National Council for Geographic Education (San Francisco, California, November 24-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—African Culture, American Culture, Arabs, Comparative Analysis, \*Cross Cultural Studies, Cultural Differences, Family (Sociological Unit), \*Females, Geographic Concepts, \*Geography Instruction, Higher Education, \*Human Geography, Marriage, Sex Discrimination, \*Sex Role, Social Relations

A method for incorporating an examination of sex roles and position of women into an undergraduate course on geography of Africa is discussed. It is a regional geography course with a cultural emphasis. Five percent of the total instruction is devoted to the examination of women. This is justified because geographical concepts such as spatial interaction, environmental perception, and static distributions involve women's issues. Moreover, the role of women differs from one society to another, and the origins and distributions of role concepts are geographical. A brief section explains how house types and settlement morphology reveal cultural aspects about the position of women. The majority of the document compares status and roles of women in African, Arab, and American societies. Preschool sex roles of the three groups are similar, but learning of roles becomes more formalized when schooling begins. By puberty, great contrasts are found. Americans hold the sexual double standard; Arabs enforce female seclusion in order to prevent premarital sex and thereby ensure receipt of a woman's "bride price." African tribes are less anxious about human sexuality and only few insist on virginity of unmarried women. Marriage patterns of polygyny or monogamy and effects of nuclear or extended families are also discussed. A short bibliography contains 17 references on women in Africa and the Arab world. (AV)

ED 137 170 SO 009 884

Davis, Robbie G.

*Citizenship Needs: A Review.*

Pub Date [76]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Citizen Participation, Citizenship, \*Citizenship Responsibility, \*Civics, Conflict Resolution, \*Curriculum Development, \*Educational Needs, Elementary Secondary Education, Individual Development, Political Issues, Productive Thinking, \*Relevance (Education), Self Actualization, Social Studies, Surveys

The status of citizenship education in American public elementary and secondary schools is discussed and suggestions are made for curriculum development. Although administrators rank citizenship education as a high priority, research shows it is given minimal attention in elementary grades and inadequate coverage in high school. Students must be prepared for reflective and effective political participation in society. One way of achieving citizenship participation, individual development, and an informed citizenry is to make citizenship content relevant to current issues in student life. Teachers and society in general are accused of overprotecting students from controversial issues, thereby inhibiting their self-actualization. In our highly mobile, spatially divided society, self-actualized students who are given an adequate orientation about citizens' rights and responsibilities could discharge their civic duties in a responsible manner. Results of three studies are summarized to point out the low awareness level of teenagers and young adults about government structure and individual rights. Suggestions for curriculum development stress an action-centered approach in programs which use learning environments outside the classroom, provide students with experiences in dealing with conflict, and have affective as well as cognitive objectives. (AV)

ED 137 171

SO 009 885

Dynneson, Thomas L.

*A Conceptual/Cross-cultural Model for Teaching Anthropology in the Elementary School.*

Pub Date 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Anthropology, Archaeology, Area Studies, Conceptual Schemes, \*Cross Cultural Studies, Elementary Education, \*Fundamental Concepts, Learning Activities, \*Models, \*Teaching Methods, Teaching Models

A conceptual/cross-cultural model, developed to help elementary teachers cope with the problems of initiating cultural, ethnic, or anthropology studies, is presented in five sections. (1) A brief description of the structure and methodology of anthropology defines in outline form the fields of cultural and social anthropology, physical anthropology, archaeology, and linguistics. (2) An outline of anthropology concepts that are appropriate for the elementary school focuses on elements of culture such as family organizations, tools, language, and customs. (3) Fourteen skills and 18 activities are listed which are appropriate for elementary anthropology studies. Writing, observing, describing, and identifying sociological patterns within cultures are among the skills. Suggested activities include simulated archaeological excavations, comparison of the tools of arctic and rain forest cultures, and learning songs or crafts of a nonwestern culture. (4) In a sample plan for organizing anthropology concepts into a course of study, the role and functions of the family are examined from social, economic, and political perspectives. (5) Twenty-five basic anthropology concepts are identified and defined which are important in the teaching of anthropology. These include broad concepts such as culture and values and concepts less familiar to children such as patrilineage and ethnography. (Author/AV)

ED 137 172

SO 009 886

Biri, David Nichol, Jon

*Games and Simulations in History. Education Today.*

Pub Date 75

Note—18p.

Available from—Longman, Inc., 19 West 44th Street, New York, New York 10036 (\$5.50 paperback)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Educational Objectives, Elementary Secondary Education, \*Games, History, \*History Instruction, Instructional Aids, Learning Activities, \*Material Development, Role Playing, \*Simulation, \*Teaching Techniques

The purpose of this book is to introduce elementary and secondary history teachers to simulation as a teaching aid. The authors provide a rationale for using simulations, present examples of classroom games, and explain how to develop games from historical materials. Chapters one and two point out that simulations provide students with motivation, empathy, insight into the historical process, and social skills, as well as giving



ing history a three-dimensional aspect. Games are classified as single, group, or class role-play. Activities and artifacts such as maps, decision tables, and debates lend a variety of components and provide for historical accuracy and relevance. Six simulations are described in chapters three through eight, with explicit information about age level, framework, equipment needed, steps necessary to play the game, instructions and activities for the students, and applicable role descriptions or crisis situations. The games, which last from two to six class periods, cover topics such as the frontier in American history, evolution of a Saxon village in the 12th century, and development of the iron industry during the 18th century. Discussion in chapters nine and ten includes selection of topics for teacher-developed simulations and problems one might encounter when constructing and then using the games in the classroom. (AV)

**ED 137 173** SO 009 888

Tomich, John G. Gilray, James G.

Money-Go-Round: A Self Teaching Program.

Pub Date 73

Note—34p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Answer Keys, \*Autoinstructional Aids, Concept Teaching, Consumer Education, Course Descriptions, Curriculum, \*Economic Education, Elementary Secondary Education, Grade 4, Grade 5, Grade 6, \*Inquiry Training, Money Management, \*Money Systems, Objective Tests, \*Programed Materials, Questioning Techniques, Social Studies, Teaching Methods.

The self-instructional program is designed to give students in grades 4-6 new insights into the concept of money. By using the programmed learning material the students become acquainted with the evolution of money through questioning techniques. Students explore the concepts of barter, token money, coins, paper money, and checks. The paper contains a program description, student instructions for answering the questions and checking for correct responses, the Money-Go-Round Self Teaching Program, a test, and an answer key. The study of money is logically and progressively sequenced and is completely self-contained. Learning is broken down into small, graduated steps that facilitate successful responses, and reinforcement is provided throughout by frames that review previously taught concepts. Supplemental relevant information, such as the life span of a piece of paper money and the weight problems engendered by large numbers of coins, is often included in the answers to frames. A final test and complete answer key conclude the document. (Author/DB)

**ED 137 174** 95 SO 009 889

Program Improvement for Social Studies Education in Wisconsin. State Social Studies Curriculum Study Committee.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—7250

Pub Date 77

Note—70p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Curriculum Development, Educational History, \*Educational Objectives, Elementary Secondary Education, Instructional Program Divisions, Models, \*Program Development, Program Evaluation, Program Guides, Skill Development, Social Sciences, \*Social Studies, State Curriculum Guides

Identifiers—Wisconsin

This booklet will help educators review, develop, and improve fundamental components of K-12 social studies programs. It is designed as a planning and implementation guide for social studies in Wisconsin. First, ways are suggested in which educators can define the purpose of their social studies programs and decide how to balance skills and subject matter components. A matrix is provided on which skills and grade level presentation can be outlined. Then a historical section traces social studies curriculum development from the 17th century through "the new social studies" to current concerns such as relevance to student needs. Next the nature of an ideal social studies program is discussed. The program is classified into three knowledge perspectives: disciplines, processes, and values; comparative; and topical. The comparative perspective

considers the knowledge of time, space, and culture. The topical perspective considers knowledge of self-awareness and social awareness. Five models for scope and sequence format for elementary and secondary levels are presented. These involve expansion of students' knowledge from family and local levels to national and global awareness. Specific recommendations for Wisconsin social studies are listed in terms of curriculum and instructional development, instructional organization and resources, and evaluation. Final sections explain how to implement and evaluate new programs at the local level. Appendices contain Wisconsin's general educational goals and its elementary sequence model. (AV)

**ED 137 175** SO 009 890

Campbell, Bruce A.

Personality Antecedents of the Vote.

Georgia Univ., Athens. Inst. for Behavioral Research.

Pub Date 76

Note—57p.; Paper presented at the annual meeting of the American Political Science Association (Chicago, Illinois, September 2-5, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Behavioral Science Research, Behavior Patterns, Data Analysis, \*Personality Studies, \*Political Science, Prediction, Predictive Validity, \*Psychological Patterns, \*Statistical Analysis, Tables (Data), \*Voting

The purpose of this paper is to investigate the relationship between psychological traits and voting behavior. Investigated is the thesis that psychological traits are useful concepts for political scientists as predictors of consistency in behavior. Contending that previous trait theory research has been generally unimpressive, the author hypothesizes that traits may be specific to individuals as well as situations. This reform of trait theory is applied to six politically relevant traits: tenderness, radicalism-conservatism, F-scale, social desirability, locus of control, and machiavellianism. The criterion variables include 18 measures of electoral and non-electoral participation, ideology and partisanship, including: votes in campus, local, state and national elections, anti-war activity, party identification, political discussions, and attempts to persuade others. Findings indicate that segregating the sample into trait-relevant and trait non-relevant groups is meaningful since predictive power is distinctly enhanced in the trait-relevant groups. In addition, the analysis shows that the 18 criterion items cluster according to trait-predictability in highly interpretable ways. References relating to personality types, psychological studies, and political participation are included. (Author/DB)

**ED 137 176** SO 009 892

Nevens, Margaret And Others

World Culture Areas: Africa [And] U.S.S.R.

Grade 6.

Barrington Community Unit School District 220, Ill.

Pub Date 72

Note—110p.; Best copy available

Available from—Community Unit School District 220, 310 James Street, Barrington, Illinois 60010 (\$5.00 paper copy)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Affective Objectives, African Culture, \*Area Studies, Bibliographies, Cognitive Objectives, \*Cultural Education, Elementary Education, Foreign Countries, Grade 6, Learning Activities, Map Skills, Non Western Civilization, Reading Materials, Resource Units, Social Studies, \*Social Studies Units, Student Research, Tests

Identifiers—Africa, \*USSR

Two social studies units for sixth grade provide information and learning activities about Africa and Russia. Both units contain lists of concepts to be learned, skills, objectives, learning activities, common misconceptions, vocabulary, maps, objective and essay tests, and bibliographies. The unit on Africa helps students understand the wide variety of cultures within the continent as well as realize the similarities in man's basic physical needs and universal outgrowths of society such as religion and government. By making geological relief maps, independently researching individual countries, or analyzing folk tales, students develop map and research skills while learning about the forces that have shaped the continent's history. Student reading material and teachers'

lectures cover topics such as apartheid and tribalism. The unit on Russia emphasizes its cultures, geography, historical development, and role in the 20th century. Teachers are encouraged to select from 70 learning activities including field trips, role-playing historical characters, and comparing pollution problems of Lake Baikal and Lake Erie. Identification of the political and economic characteristics of Communism is one of the unit's objectives. Teachers should be able to incorporate part or all of both units into existing social studies course plans. (AV)

**ED 137 177** 95 SO 009 893

Billings, Mary DeWitt And Others

American Potpourri: Multi-ethnic Books for Children and Young Adults. A Bibliography Based on the Acquisitions of the Educational Materials Center.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-77-01601

Pub Date Jan 77

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—American Indian Culture, Amish, \*Annotated Bibliographies, Blacks, \*Childrens Books, \*Cultural Background, \*Cultural Education, Cultural Factors, Early Childhood Education, Elementary Secondary Education, \*Ethnic Groups, Fiction, Jews, Mexican Americans, Mexicans, Minority Groups, Non English Speaking, Nonfiction, \*Spanish Speaking

A selective annotated bibliography of multi-ethnic books, which were published in 1975 or 1976, is presented. Section one, books for preschool and beginning readers, contains 13 fiction and five nonfiction entries. These stress self-concept and understanding of Mexican and American Indian cultures. Section two contains 20 fiction and 13 nonfiction books for the middle grades. The fiction materials include stories about Jews, American Indians, Vietnamese orphans, blacks, Quakers, and Scandinavians. Many of the nonfiction books relate life stories of famous people such as Muhammad Ali, Walt Frazier, and Paul Robeson. Twenty-one fiction and 16 nonfiction works are included in the section for young adults, age 12 and up. Many of the fiction stories describe the problems of ethnic group adolescents in modern or colonial times. Life styles of American Indians and Amish groups are described in several of the nonfiction books. A section of Spanish-language, bilingual, and translated books contains six resources which may be helpful in teaching or learning Spanish or English at any grade level. All entries in the bibliography give information on title, author, illustrator, publisher, date, pages, specific grade level, and annotations. (AV)

**ED 137 178** SO 009 894

Martin, LeRoy F.

Exploration and Early Settlement [And] Discrimination: U.S.A. [And] Change.

Marshalltown Community Schools, Iowa.

Pub Date 72

Note—92p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Autoinstructional Aids, \*Discriminatory Attitudes (Social), Discussion (Teaching Technique), Educational Objectives, Educational Resources, Elementary Secondary Education, \*History, Independent Study, \*Interdisciplinary Approach, Junior High School Students, Learning Activities, Programed Materials, \*Social Change, Social Studies, \*Social Studies Units

Three social studies units contain self-instructional activities for junior high students to learn about exploration and early settlement, discrimination, and the concept of change. In each unit students are informed of specific objectives to be achieved and then they proceed through a series of activities designed to prepare them to accomplish the objectives. In "Exploration and Early Settlement," major objectives are for students to understand how the pattern of exploration and settlement lead to British domination of the United States, and why certain European countries were interested in exploration and settlement. Activities include crossword and acrostic puzzles with names of famous explorers, map study of significant world regions, and short-answer tests on reading content. In "Discrimination," students are assigned particular identities

on the basis of traits such as sex, appearance, nationality, and income. Each day, points are taken from or given to students exhibiting certain traits. In order to earn back their lost points, students must complete assignments which require reading articles on various types of discrimination. A bibliography of 50 articles is suggested. "Change" is an interdisciplinary unit involving science experiments, art work, and home economics projects. All three units incorporate group discussion as well as independent research. (AV)

ED 137 179 SO 009 895

Hickerson, Jerry Wild, Paul H.

The City: Two Interdisciplinary Units for Junior High or Middle School Classes.

Pub Date 72

Note—25p.; Subtitled "Metropolis: Where the Action Is: Learning to Live in the City"

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—City Problems, Discussion (Teaching Technique), Field Trips, Grade 7, Grade 8, Grade 9, Inquiry Training, Instructional Materials, Junior High School Students, Learning Activities, Resource Guides, Secondary Education, Social Studies, Social Studies Units, Student Attitudes, Urban Studies

The resource unit in urban studies is designed to be used by suburban social studies classroom teachers in grades 7-9. The unit aims at developing a positive attitude in suburban students toward the central city. Students are introduced to the social dynamics and cultural resources unique in large urban centers. They recognize that solving urban problems should be a priority for all citizens. The learning activities require students to identify problems for study, gather information, propose solutions, and present them to the class in imaginative ways. Each unit lists objectives, learning activities, preparation for field trips, learning resources, and evaluation strategies. Students are involved in a wide variety of activities, including writing paragraphs describing new facts; showing the lines of operation of a cultural or entertainment center; interviewing celebrities; organizing groups; formulating suitable study topics; viewing and critiquing media; and, preparing bulletin boards, newspaper reports, scrapbooks, video tapes, and photo essays. Suggested field trips to the city under study, which serve as a focal point for the unit, include: city council meeting, zoning commission meeting, water and sewage treatment plants, and the municipal court and jail. Selected reference sources for teachers and students are included. (Author/DB)

ED 137 180 SO 009 896

Ladewig-Goodman, Jeanne

Adventures in Art.

Pub Date 73

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Aesthetic Education, Art Activities, Art Education, Child Development, Class Activities, Creative Expression, Educational Equipment, Elementary Education, Resource Guides, Student Projects

Classroom teachers are provided with ideas and procedures for teaching art in grades one through six. The activities encourage individuality, creativity, and aesthetic awareness in the child. For grades one through three, activity suggestions include two-dimensional painting, painting stuffed animals, and painting with sponges; paper tearing and cutting; using yarn, chalk, boxes, clay, crayons, and tissue paper; making fabric and magazine collages and various constructions; and printmaking with vegetables and fruit. For grades four through six, activity suggestions include using watercolors and tempera; paper cutting; sculpture with wire, toothpicks, and cardboard; making collages and bas reliefs; and using crayons for batik. Miscellaneous activities include bottle fun, string designs, murals, ideas for paintings, and non-directed creative activities. The teacher is warned not to judge the students' art by adult standards. Art projects described in the document are not carried out to the last detail so that the teacher and students can adapt the activities to suit their individual needs, interests, and abilities. The need for orderliness and cleaning up one's own mess is stressed. (AV)

ED 137 181 SO 009 897

Monk, Janice

The Geography Major Curriculum: A Behavioral Approach.

Pub Date Nov 76

Note—21p.; Paper presented at the annual meeting of the National Council for Geographic Education (San Francisco, California, November 24-27, 1976); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Case Studies, Concept Teaching, Course Objectives, Curriculum Design, Curriculum Development, Educational Objectives, Geography, Geography Instruction, Higher Education, Skills, Student Attitudes, Surveys, Undergraduate Study

Components of national undergraduate geography major curricula are reviewed, followed by discussion of a behavioral approach to curriculum theory and a case study which incorporates behavioral objectives in curriculum development. Surveys in 1968 and 1974 revealed that most undergraduate major geography programs are loosely structured and contain typical courses in introductory physical geography, introductory human geography, a regional course, a techniques course, and a senior seminar. Arguments are presented for and against using specific behavioral objectives to develop student-oriented programs. Proponents argue that learning can be more effectively promoted and individualized if objectives are precisely stated. Critics worry that specification may lead to a focus on trivia and that affective aims are likely to be neglected. A four-stage developmental process is being implemented by the author at the University of Illinois. This involves identification of fundamental concepts and skills comprising the core curriculum, assessment of performance of geography majors in the fundamental areas, assessment of majors' perceptions of their abilities and desired levels of attainment, and development of an inventory of learning experiences provided in various courses. Two appendices list fundamental concepts and show how they are incorporated into specific courses. (Author/AV)

ED 137 182 SO 009 898

Gardner, John Fentress

Freedom for Education.

Council for Educational Freedom in America, Inc., Washington, D.C.

Pub Date Oct 76

Note—22p.

Available from—Council for Educational Freedom in America, Inc., 2105 Wintergreen Avenue, S.E., Washington, D.C. 20028 (\$1.00 paper cover, 10-100 booklets 20% discount)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Freedom, Changing Attitudes, Comparative Analysis, Educational Environment, Educational Improvement, Educational Philosophy, Educational Policy, Educational Quality, Elementary Secondary Education, Essays, Government Role, Higher Education, Individualism, Political Influences, Private Schools, Productive Thinking, Public Schools, Socioeconomic Influences, Values

The essay discusses the relationship among schools, the federal government, and American society in an attempt to heighten awareness that positive cultural, political, and economic influences are necessary for educational excellence and world leadership. The essay is presented in two parts. Part I proposes that American national educational policy has favored spiritual neutrality to a degree which has hindered Americans in their search for meaning in life. Recommended to solve this dilemma is transformation of state and federally controlled and supported public schools into self-governing, independent institutions which offer a choice between spiritually grounded and anti-spiritual forms of education. Section II presents consideration of some problems which might arise if Americans were given freedom of choice in matters of education. Problems include: use of independent schools by teachers for bigoted, elitist, or otherwise separatist purposes; segregation of students; power centralization in the hands of teachers; variable standards; and financial problems. Ways of solving all these problems under a system of independent schools are described. (Author/DB)

ED 137 183 SO 009 899

Lydiard, Beverly W., Ed. Kingsbury, Robert

Citizenship Education and School-Community Collaboration. Kaleidoscope 16, Bicentennial Issue, Winter 1976.

Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Services.

Pub Date 76

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Citizen Participation, Citizen Role, Citizenship, Class Activities, Community Involvement, Decision Making, Educational Programs, Elementary Secondary Education, Environmental Education, Humanities, Learning Activities, Local Government, Local History, Program Descriptions, Revolutionary War (United States), School Community Cooperation, Social Sciences, Values

Identifiers—Bicentennial

This document contains 119 descriptions of K-12 educational programs in Massachusetts which commemorate the bicentennial. The programs illustrate ways in which teachers, parents, and other adult members of the community are cooperating with the students in carrying out the responsibility of good citizenship. Demonstrating how to learn more about the democratic process and becoming involved at the grass roots level, the programs represent a broader context of citizenship education, rather than a course in civics or problems of democracy. The school/community programs focus primarily on the local level and do not include federal and state mandated programs involving business and industry. Descriptions of the programs are categorized into nine major areas: American heritage, law and local government, value clarification and decision making, school/community service, preservation of the environment, relating school and community, enriching school programs, advising/planning/evaluating, and serving an area. Sample activities include writing and performing a play about the local community, recording history on slide tapes, and developing parent advisory councils. (Author/JR)

ED 137 184 SO 009 900

Ramsay, Margaret A.

Cultures and Conflict in Local School Districts.

Pub Date Apr 77

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cultural Context, Cultural Environment, Cultural Interrelationships, Decision Making, Educational Administration, Educational Anthropology, Educational Researchers, Elementary Secondary Education, Institutional Environment, Institutional Role, Organizational Theories, Research Needs, Research Problems, Role Perception, School Districts, Sociocultural Patterns, Stereotypes

The purpose of this paper is to demonstrate that conflict, change, and deviance in school board behavior can be effectively studied and examined within generalized models of culture. In the first section, problems in studying educational cultures are identified and the biased views of educational anthropologists are discussed. Section II presents information on role and myth in the politics of education and discusses differences in interpretation of an institution which arise with different observers. Section III focuses on relationships between culture, conflict, and school boards. Three basic premises underlie successful use of a general conflict model to explain school boards and their operation: (1) that there exists a worldwide culture of education; (2) that the United States has a national culture of education; and (3) that the school board can be considered a unique culture. Categories for understanding culture and conflict within an educational institution are identified in section IV, including individual motives of school board members, changing expectations of society, and balance between the processes of cultural stability and change. Section V presents a brief summary of the paper. References are included in the document. (Author/DB)

ED 137 185 SO 009 901

Schwartz, Lita Linzer

Learning with Each Other.

Pub Date 5 Apr 77

Note—7p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biology, Economics, Educational Psychology, Educational Research, English, Higher Education, History, Integrated Activities, Intellectual Disciplines, Interdisciplinary Approach, Laws, Learning, Mathematics,

Medicine, Professional Services, Program Development, Skills

The author identifies a need for educational psychologists to become involved in interdisciplinary research and practice, explains why this is necessary, and suggests ways of applying their knowledge and skills in other fields. Three major reasons for interdisciplinary activity are (1) educational psychologists have research skills and psychological knowledge to offer colleagues in other fields, (2) they can gain new insights from professionals in other fields, and (3) they can provide services and expertise to colleges of education which are being asked to justify their reasons for existence in the face of an overabundance of teachers. The author describes three situations in which she has become involved personally in interdisciplinary activities. She has helped college mathematics professors to identify and correct negative attitudes and low competence in basic math exhibited by elementary education majors; she is working with an English professor and a developmental reading specialist to evaluate the K-12 language arts program in a local school district; and she has studied immigrant history in terms of public schools' effects on immigrant children's self concept. Additional interdisciplinary ventures are suggested in the areas of biology, medicine, law, economics, and remedial or developmental programs. (Author/AV)

ED 137 186

SO 009 903

Napier, John D.

Studies of the Ability of Preservice Social Studies Teachers to Stage Score Moral Thought Statements.

Pub Date Apr 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Developmental Psychology, Educational Experiments, \*Educational Research, Evaluation, Higher Education, Measurement Instruments, \*Moral Development, \*Preservice Education, Scoring, \*Social Studies, Tables (Data), Teacher Participation

Identifiers—\*Kohlberg (Lawrence), \*Kohlberg Moral Development Test

The report describes two experiments involving the ability of preservice social studies teachers to stage score moral thought statements. Stage scoring is defined as keeping a record of statements in accordance with the stages of moral development originated by psychologist Lawrence Kohlberg. The two experiments involved the use of three stage scoring rater guides. They were designed to help teachers overcome content influence in order to stage score correctly on the basis of the structure of moral thought. The procedure for the first experiment was to randomly assign 32 preservice social studies teachers enrolled in a required methods course to two treatment groups. One group was given Kohlberg's sentence rater guide and the other was given his global rater guide. In the second experiment, 40 preservice teachers in the same course the following semester were assigned to similar treatment groups, one of which used an additional, updated, global rater manual. For both experiments, the preservice teachers were given information on Kohlberg's moral education program and instruction on how to use the rating guides. Findings indicate that none of the stage scoring rater guides aided teachers to overcome content influence and that, therefore, teachers should refrain from stage scoring until further research indicates which factors cause successful use of the stage scoring system. References related to teacher training, moral development, and assessing the moral reasoning of students are included. (Author/DB)

ED 137 187

95

SO 009 904

Venn, Grant, Ed.

Man, Education, and Society: The Year 2000. A Report of the 1974 Institute for Chief State School Officers.

Georgia State Dept. of Education, Atlanta.; Georgia State Univ., Atlanta.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—148p.; Collection of speeches presented at the 5th Annual Chief State School Officers In-

stitute (Jackson Hole, Wyoming, July 25-August 2, 1974)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Finance, \*Educational Needs, Educational Problems, Elementary Secondary Education, Energy Conservation, Food, \*Futures (of Society), \*Global Approach, Human Resources, \*Institutional Role, Manpower Development, Population Growth, \*Social Problems, Technology

Seven speeches, which were presented at the Fifth Annual Chief State School Officers Institute in 1974, examine the relationships among man, education, and society in the future. In "The Psychology of the Future," Alvin Toffler describes the traditional role of educational institutions as maintainers of a predictable society and points out that contemporary education must prepare youngsters for a non-predictable future. In "Manpower and Human Resource Needs," Willard Wirtz identifies unemployment, changing role of women in the work force, and need for continuing education as problems to be solved. "Dangerously Provincial" by Frederick Champion Ward stresses the need for international perspectives on energy use, food production, resource development, and population control. Allan K. Campbell reviews the history, current trends, and future needs of educational finance in "The Politics and Economics of the Future Financing of Public Education." "The Shape of Democracy—The Citizen Role" by Forbes Bottomly stresses that human values and political choices influence the future, not continued application of technology. In "The Public and Private Life of the Individual," Harold G. Shane sees population expansion, technology, coming food crises, and group values as influencing personal security. "Energy in Nature and Society" by Charles Ryan explains how traditional curriculum has fostered values that now conflict with our finite energy and resources. (Author/AV)

ED 137 188

SO 009 905

Slavin, Suzy M., Comp.

Latin America: A Student's Guide to Reference Resources.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American History, \*Annotated Bibliographies, Biographies, Directories, Higher Education, \*Latin American Culture, \*Library Collections, Periodicals, \*Reference Materials, Resource Materials, Social Sciences

Identifiers—\*Latin America

Reference materials in the social sciences on the study of Latin America for university students are listed in this guide. The citations are of a general nature; materials dealing with individual countries of Latin America have not been listed. Each citation is organized within major categories, including biography, handbooks and encyclopedias, directories, periodical index, library catalogues, bibliographies, theses and research, manuscripts, periodical and newspaper lists, and selected periodical titles. Each citation, alphabetical by title, includes place of publication, name of publisher, date, and annotation. The citations are catalogued by the Library of Congress catalog numbers. (JR)

ED 137 189

SO 009 906

Engle, T. L.

Teaching Psychology in the Secondary Schools: A Historical Background.

Pub Date 3 Sep 76

Note—11p.; Paper presented at Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Descriptions, \*Educational History, \*Educational Trends, \*High School Curriculum, \*Instructional Improvement, \*Psychology, Secondary Education, Student Attitudes, Surveys, Teacher Qualifications, Textbooks

A history of psychology teaching in U.S. secondary schools from 1831 to 1976 is presented. The first section discusses changes in course content from the late 19th century, when psychology was part of the elementary teacher education program, to the present, when psychology is most often offered as a personal adjustment course.

Section two focuses on textbooks which have been used to teach psychology related subjects since 1831. Recent surveys indicate that teachers favor basic textbooks, but that various materials are also used in some courses in lieu of a textbook. The third section indicates that psychology teachers receive more university training and participate more in psychology workshops and summer institutes than previously. Also, they generally teach social science courses in addition to psychology. The ever increasing number of students enrolled in high school psychology courses is discussed in section four, followed by a brief summary which reports that the teaching of psychology on the high school level is becoming more common, teacher preparation is improving, student enrollment is increasing, a variety of teaching material is becoming available, and psychologists are becoming interested in this area of instruction. References are included in the document. (Author/DB)

ED 137 190

SO 009 907

Bagenstos, Naida Tushnet

Social Reconstruction: The Controversy over the Textbooks of Harold Rugg.

Pub Date Apr 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 3-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Freedom, Activism, Changing Attitudes, Curriculum Development, Democratic Values, \*Educational History, Educational Objectives, \*Educational Philosophy, Elementary Secondary Education, Political Attitudes, Public Opinion, \*Social Change, \*Social Studies, Teacher Role, \*Textbook Evaluation, Values

Identifiers—Controversial Issues, Rugg (Harold)

The paper examines the controversy over the use of Harold Rugg's textbooks in the social studies curriculum during the 1930s and 40s. The first section discusses the philosophy of social reconstruction maintaining that teachers and students should be in the forefront of social change. Rugg's major contribution to social reconstruction was a serious and sustained attempt to design a total curriculum. Section II presents Rugg's rationale for his approach, derived from the educational, social, political, economic, and aesthetic experiences he had at Teachers College, Columbia. Two of Rugg's textbooks are analyzed in section III. "Changing Civilizations in the Modern World" employs narrative style and extended quotations to stress communality and interdependence among industrialized nations. "The Conquest of America; A History of American Civilization: Economic and Social" stresses geographical factors in history and the class base of American society. Rugg's advocacy of a planned, cooperative economy and society, as exemplified in the two texts, caused his work to be labeled un-American. Section IV presents a history of the controversy over the use of Rugg's textbooks in the public schools. References are included in the document. (Author/DB)

ED 137 191

SO 009 908

Massachusetts Educational Assessment Program:

Citizenship and Social Studies, 1975-1976.

Massachusetts State Dept. of Education, Boston.

Bureau of Research and Assessment.

Pub Date Apr 76

Note—379p.; Best copy available

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Academic Achievement, \*Citizenship, Criterion Referenced Tests, Data Analysis, \*Educational Assessment, \*Educational Objectives, Educational Quality, Elementary Secondary Education, Evaluation Methods, \*Social Studies, State Surveys, Student Attitudes, \*Student Characteristics, Tables (Data)

Identifiers—Massachusetts

This document describes the background, methodology, and results of the Massachusetts educational assessment program for social studies and citizenship skills. The program, which was conducted during 1975-76, sampled knowledge and attitudes of 9- and 17-year-olds throughout the state on specific educational objectives. Criterion-referenced tests and personal interviews were used. Additional descriptive data about students' socioeconomic and demographic characteristics were obtained. A section entitled "Summary of Findings" presents narrative and data ta-



bles about the items used to assess specific social studies objectives at both age levels. It also describes the association between students' skills in social studies/citizenship and students' background features, activities, self-esteem, and cynicism. "Analysis of Individual Objectives" describes specific exercises used to measure students' performance on each objective, compares findings to national and regional norms, and discusses results. Ten social studies objectives and eight citizenship objectives are analyzed. "Application of Findings" emphasizes that the results indicate trends which local communities must interpret in light of local needs and curriculum. The booklet concludes with item-by-item percentage data of student responses on every question for every objective at both age levels. (AV)

ED 137 192 SO 009 909

Fredrich, Barbara E. Griffin, Ernst C.  
Misplaced Nations: Student Perception of Nation Location.

Pub Date 25 Nov 76

Note—12p.; Paper presented at Annual Meeting of National Council for Geographic Education (San Francisco, California, November 24-27, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Area Studies, College Students, Data Analysis, Error Patterns, \*Foreign Countries, \*Geographic Location, \*Geographic Regions, \*Global Approach, Higher Education, Response Mode, \*Student Opinion, Surveys, Tables (Data)

College students from colleges and universities throughout the United States were surveyed about the location of the world's 50 most populous countries. Over 3,300 responses were examined to determine the perceived geographic range of given countries, the regional degree of accuracy among students, and the overall significance of response errors. As a group the students were able to locate less than half of the countries. Data for 35 countries are presented in this paper. Most accurately identified were the United States, Canada, Mexico, China, U.S.S.R., and Australia. Countries about which students know the least are Ceylon, Indonesia, Ethiopia, Burma, Nepal, Iran, Nigeria, and Zaire. Over half of the 35 countries were misplaced in 50 or more other nations. Latin American countries were generally misplaced in other Latin American countries. A similar pattern was exhibited for Asian countries. The regional adjacency pattern for Middle Eastern and North African nations was more complex, with Egypt being placed in other Middle Eastern countries and Turkey sometimes being placed in Europe. African countries, when located, were mainly placed in Africa, although there was a 12% tendency to place Ethiopia in the Middle East. Conclusions are that students can associate given countries with proper regions even if they do not know exact location, and that there is an adjacency pattern for several European countries including France, Spain, West Germany, and Poland. Two tables summarize responses. (Author/AV)

ED 137 193 SO 009 910

Anthropology and Education Quarterly. Special Issue: Anthropological Resources and Teaching. Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 77

Note—41p.

Available from—Council on Anthropology and Education, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009 (\$2.00)

Journal Cit—Anthropology and Education Quarterly; v8 n1 Feb 1977

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Anthropology, \*Cross Cultural Studies, Curriculum Planning, Educational History, Educational Trends, Elementary Secondary Education, Higher Education, Instructional Materials, Learning Activities, Resource Guides, Simulation, \*Teaching Techniques

The theme of the journal of the Council on Anthropology and Education focuses on anthropological resources and teaching. Nine major articles comprise the special issue of the journal. The first article traces the development of the academic study and teaching of anthropology beginning in 1501. Although mentioned as early as the 1500s, anthropology did not emerge as a distinct discipline until the turn

of the 19th century. The second article reports how a communications perspective and visual materials have been utilized to revitalize introductory area courses and discusses what might be done to incorporate a contextual understanding of mass media into classroom instruction. Using films, classmates, visitors, and museum artifact analysis, the third article presents ideas on four simulations which can increase undergraduate involvement in anthropology courses. The fourth article examines curriculum models for teaching anthropology. The fifth article describes an elective physical anthropology course for the eighth grade. The sixth article shows how an anthropology learning center is used for grades three through six. The seventh article presents techniques to aid anthropologists who are asked to speak to elementary school classes. The eighth article discusses pre-collegiate anthropology materials. The final article, written by the editor, presents views on the future horizons of anthropology and education. (Author/JR)

ED 137 194 SO 009 912

Lickona, Thomas

An Integrated Approach to Moral, Value, and Civic Education with Adolescents: An Analysis of Current Theory and Practice and Recommendations for Program Implementation.

Pub Date Jan 77

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adolescents, Case Studies, \*Citizenship, Civics, Educational Change, Educational Trends, Elementary Secondary Education, \*Ethical Instruction, Moral Development, \*Moral Values, School Environment, \*Skill Development, Social Environment, Student Attitudes, Tables (Data), \*Values

Six value education methodologies for use on the secondary level are described and recommendations for implementing values/moral/civic education are presented. The first and second sections describe Lawrence Kohlberg's six-stage moral development approach to value education. The use of moral dilemma discussions to develop moral reasoning is examined and a democratic educational program in use at a large, urban high school in Cambridge, Massachusetts is described. Section three focuses on a method termed deliberate psychological education which combines changing the social role of the student by providing opportunities for new kinds of social interactions, developing personal skills, and reflecting on new experiences. Section four provides insight into a reflective, ultimate life goals approach through description of a mini-course on value theory. Values analysis is considered in section five through presentation of the steps which should be taken in considering a value issue before reaching a decision. The most widely practiced approach to value education is described in section six, followed in section seven by a discussion of action learning as exemplified by the activities of Ralph Nadar. The six steps in the action learning approach, including awareness, understanding, and implementing strategies, are listed and a sample action learning project is included. A list of references concludes the document. (Author/DB)

ED 137 195 SO 009 915

Barrett-Goldfarb, Minna

High School Social Studies Survey: Are Public Alternative High Schools Really Alternative? Occasional Paper Number 77-2.

State Univ. of New York, Stony Brook. American Historical Association Faculty Development Program.

Pub Date 77

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Alternative Schools, Comparative Analysis, \*Curriculum, Decision Making, Educational Research, Grade 11, Political Attitudes, \*School Surveys, Secondary Education, Secondary School Teachers, Social Attitudes, \*Social Studies, \*Teacher Attitudes, \*Traditional Schools

Similarities and differences between alternative and traditional school programs are assessed through a survey of 11th grade social studies teachers in Long Island, New York. The sample consisted of 11 alternative schools and 24 traditional public high schools containing a representative sampling of upper, middle, and lower-class students. A survey instrument consisting of open-

ended and closed questions was sent to all teachers. The questions focused on who determines what curriculum topics will be covered and what classroom materials will be used; coverage of curriculum topics; emphasis placed on particular topics; and usage of curriculum materials. Teachers were asked to rank how much they agreed with the facts and views presented in these materials. To determine political and social attitudes, teachers read passages and rated themselves as to how much they felt that they agreed with the passage. Teachers' responses to all survey questions are tabulated in this document. In addition, the results are discussed. Among the findings are that in alternative schools teachers and students have control of classroom curricula and a large portion of class time is devoted to topics that are different from the standard 11th grade social studies program. Thirty-two percent of the traditional teachers determine the curricula and 68% of the topics taught are those mandated by the state of New York. (Author/RM)

ED 137 196 SO 009 916

Bernstein, Jean And Others

Slogans and Standard Bearers—The National Party Conventions [And] The Democratic and Republican Conventions, 1976.

Chicago Univ., Ill. Dept. of Education.

Pub Date 76

Note—73p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Case Studies, Class Activities, Curriculum Development, \*Elections, Instructional Materials, Learning Activities, Lesson Plans, Political Affiliation, Political Science, \*Politics, \*Presidents, Questioning Techniques, Secondary Education, \*Social Studies, \*Social Studies Units, Teaching Techniques, \*United States History

This unit is designed to help secondary social studies students learn about national political party conventions. It is arranged into 15 class sessions and contains two case studies. Each class session explores a political subject related to national conventions, such as the American party system, the primary process, elections, selection of delegates, compromises, candidate selection, delegate responsibility, and coalitions. Topics of the class sessions are identification of leadership potential, presidential ambition, the decision to become a candidate, political plotting, primaries, delegate and candidate characteristics, purposes and events of a national party convention, the decision-making process, convention activities, and colorful past conventions. The 15th class session directs the students to consolidate information from preceding sessions and write a 200 word statement discussing the pros or cons of the convention system. Each class session presents background information and suggests student activities such as art work, class discussions, oral reports, research reports, question answering, and readings. The case studies of the 1976 Democratic and Republican conventions emphasize the historical importance of each gathering and highlight unconventional aspects and personal maneuvering. A listing of presidential candidates from 1856-1968 and a glossary of terms are included in the document. (Author/DB)

ED 137 197 SO 009 917

Kingman, Barry

Students, History Textbooks, and the Hidden Dimension. Occasional Paper Number 77-1.

State Univ. of New York, Stony Brook. American Historical Association Faculty Development Program.

Pub Date 1 Jul 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Class Activities, \*Critical Thinking, Data, Discovery Processes, Higher Education, \*Historiography, \*History Instruction, Observational Learning, Secondary Education, Teaching Techniques, \*Textbook Bias, \*Textbook Content, Textbook Evaluation, Textbook Preparation

Since history textbooks omit and/or emphasize certain data, students are left with a false sense of history. Although the "hard data" presented in history texts is generally regarded as reliable, the selection and organization of that data is inherently manipulative because other data has been excluded. Because authors do not begin with a description of the frame of reference

which underlies their work, most historical writings have a hidden subjectivity. Three discovery exercises are presented to help secondary or undergraduate students overcome manipulation by texts and promote independent thought. In the first exercise, students identify data about the period 1972-76 which historians might include in one chapter of a text in the year 2050. Once a list of social, economic, and political data has been compiled, students decide which to emphasize and which to eliminate. Lack of consensus will demonstrate how objectivity becomes impossible. Classes can analyze their own texts from this perspective. Exercise two emphasizes how different forms of textbook organization lead the reader towards certain understandings and deemphasize others. In the third exercise, students try to select objective, analytical questions about given periods of history. An assignment to write ten objective sentences and ten analytical statements can point out that the distinction between "objective" and "analytical" is often not clear. (AV)

**ED 137 198** SO 009 919

Galbraith, Ronald E. Jones, Thomas M.  
Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom.

Pub Date 76  
Note—209p.  
Available from—Greenhaven Press Inc., 1611  
Folk Street, N.E., Minneapolis, Minnesota  
55413 (\$5.95 paperback, \$11.95 hardbound)  
Document Not Available from EDRS.

Descriptors—Classroom Techniques, Educational Theories, Elementary Secondary Education, Instructional Materials, Moral Development, Moral Values, Social Problems, Social Sciences, Teaching Methods, Values  
Identifiers—Kohlberg (Lawrence)

This book is a practical handbook designed to provide teachers with specific procedures and activities to apply Kohlberg's theory of moral development to the elementary and secondary classroom. Kohlberg theorizes that a person's moral reasoning develops through a series of six sequential stages. Accordingly, the purpose of moral education is to stimulate students' innate tendency to progress through these six stages. The central objective of this handbook is to present an instructional process and related learning activities that will help teachers accomplish this goal. The handbook begins with a brief introduction outlining its basic purpose and rationale. The first chapter explains Kohlberg's six stage theory of moral development and some generalizations drawn from his research. The second chapter describes and illustrates the essential ingredients of a moral dilemma story—the central teaching strategy in this approach to values education. Chapters three and four contain a teaching plan and a teaching process for using dilemmas, individual analysis, and small group discussion. Chapter five provides sample materials and suggestions for intermediate and secondary grades. Chapter six contains sample materials and suggestions for the elementary grades. The final chapter presents answers to frequently asked questions about values education. (JR)

**ED 137 199** SO 009 920

Master Articles List.  
Indiana Univ., Bloomington.  
Pub Date Oct 76

Note—39p.; Hard copy not available due to marginal legibility of original document  
Available from—Poynter Center, 410 North Park Avenue, Bloomington, Indiana 47401 (free)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Business, Content Reading, Culture, Education, Essays, Ethics, Government (Administrative Body), Higher Education, Journalism, Language, Laws, Periodicals, Politics, Reading Assignments, Reading Materials, Religion, Resource Guides, Sciences, Social Problems, Television

Presented are more than 275 articles on 19 topics which can be arranged into readers on selected topics at the request of any educator. Assembled by the Poynter Center at Indiana University, Poynter Readers are compilations of articles that relate to a particular institution, e.g., law, or to several institutions that affect the lives of American citizens. Readers are tailor-made to professors' requests from the choice that is given

on the Master Articles List. The first eight pages list authors and titles of articles according to category: business, Congress, culture, education, ethics, government, journalism—electronic, journalism—print, journalism—print and electronic, language, law, politics, presidency, religion, science, 1776-1976, social issues, television, and Watergate. The body of the pamphlet is an annotated bibliography of all articles, arranged alphabetically by author. Information includes journal or book in which each article appears, date, pages, and brief annotation. Most of the articles have been published since 1970, although a few list earlier dates, such as a speech by Max Weber in 1918. Authors include notable people such as Ivan Illich, Max Weber, Gus Tyler, Michael Scriven, George Orwell, Walter Lippmann, Walter Cronkite, and Daniel Bell. (AV)

**ED 137 200** SO 009 922

Olivier, S. F.  
The Accommodation of Some Historic Determinants in a Culturally Pluralistic Society.

Pub Date Jul 76  
Note—12p.; Paper presented at the World Educators Conference (Hawaii, July 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Case Studies, Civil Liberties, Conflict Resolution, Cultural Differences, Cultural Pluralism, Culture, Education, Educational Philosophy, Global Approach, Government Role, Group Status, Human Dignity, Justice, Language, Political Attitudes, Politics, Racial Factors, Religion, Social Change, Social Factors, Social Structure

Identifiers—Rhodesia, South Africa  
Ways in which pluralistic communities can exist in peace and harmony through consent rather than force are discussed. Historical and sociological determinants, which should be considered when coexistence is sought, are politics, color, religion, nationalism, national aspirations, language, employment, and educational systems. Problems which arise in connection with these determinants are analyzed. For example, freedom of religion is universally desired but has often led to dogmatism and war, as it did in Ireland, Lebanon, India, and Crete. Although language serves as the most intimate articulation of the individual and his group, it can also serve as a barrier to those who do not speak or understand the official language. Skin color has influenced governments to adopt policies of apartheid or integration, but each policy has encountered problems. Case studies of Rhodesia and South Africa are presented. The problems of dealing with the determinants in a way that fosters human rights, educational excellence, intergroup cooperation, and responsible government are discussed. Honesty, consideration of differences, and meaningful association of diverse groups within a culture are necessary in a culturally pluralistic society and can be achieved when political autonomy, moral authority, and religious faith supercede selfish dictatorship. (Author/DB)

**ED 137 201** SO 009 923

Samoff, Joel  
Education in Tanzania: Class Formation and Reproduction.

Pub Date Sep 76  
Note—38p.; Paper presented at Annual Meeting of the American Political Science Association (Chicago, Illinois, September 2-5, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—African History, Colonialism, Comparative Education, Developing Nations, Educational Development, Educational History, Educationally Disadvantaged, Elementary Secondary Education, Equal Education, Foreign Countries, Government Role, Religious Education, Social Class, Social Mobility, Social Stratification, Socioeconomic Influences, Tables (Data)

Identifiers—Tanzania  
The mechanisms through which differential access to education in Kilimanjaro has been manipulated to insure the reproduction of a local ruling class are examined. Section I describes the regional advantages which have made Kilimanjaro the most educated area of the country. Section II discusses the church role in education prior to and following independence in 1961. The relationship between geographic and ethnic differentiation within Kilimanjaro is described generally in section III, followed by a more detailed description of ethnic and class groups in

sections IV and V. Links between the ruling class and state institutions, which have produced a bureaucratic bourgeoisie, are discussed in section VI. Section VII analyzes Kilimanjaro's economic dependence upon coffee production and concludes that social mobility and the relative economic development of the area obscure class differences and minimize social and educational demands of the lower classes. Section VIII identifies class formation, ruling class perpetuation, and underdevelopment as mechanisms through which differential access to education has been manipulated in Tanzania and concludes that educational policies adopted by Tanzania and other African nations will determine which segments of society will govern by determining who will attend school. References are included in the document. (Author/DB)

**ED 137 202** SO 009 924

Markovits, Andrei S.  
Educational Reform and Class Cleavages in Social Democratic Regimes: The Case of Sweden.

Pub Date Sep 76  
Note—77p.; Paper presented at Annual Meeting of the American Political Science Association (Chicago, Illinois, September 2-5, 1976)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Case Studies, Comparative Education, Continuous Learning, Democracy, Developed Nations, Educational Change, Educational History, Educational Objectives, Elementary Secondary Education, Equal Education, Higher Education, Industrialization, Political Influences, Social Change, Social Class, Socioeconomic Influences, Surveys, Tables (Data)

Identifiers—Sweden  
The purpose of the paper is to explore the relationship between the educational system of Sweden and its social class structure. The first section provides background information on Sweden's social democratic system which exhibits a strong tendency towards pragmatism, practicality, rationality, efficiency, competence, and educational planning. Section two focuses on changes in 1950 in the primary education system from the traditional two-tiered system to a nine-year comprehensive egalitarian system. Section III describes attempts of the secondary education system to play a modernizing role in society while initiating a smooth process of maximum student adaptation to an inherently unequal social system. Various realms and problems of post-secondary education, including educational structure, governmental role, industrial influence, American influence, decentralization, and faculty power are examined in sections IV and V. Curriculum and students are discussed in section VI, followed by a discussion of continuing education in section VII. In conclusion, Sweden's educational system is making strides towards increasing social justice and personal fulfillment through provision of appropriate educational opportunities for all students. Footnotes and extensive tables conclude the document. (Author/DB)

**ED 137 203** SO 009 925

Marsh, Colin J.  
Inquiry Teaching: Some Applications for Geography Teachers.

Pub Date 76  
Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Case Studies, Class Activities, Elementary Secondary Education, Geographic Concepts, Geography Instruction, Inquiry Training, Literature Reviews, Models, Population Distribution, Social Studies, Student Attitudes, Teaching Methods

Some characteristics of inquiry training which make it applicable to geography instruction are described. The first section reviews various conceptual approaches and provides frameworks for the study of inquiry teaching. The second section presents two case studies which illustrate inquiry teaching approaches to a geographic study of world population distribution. The two cases represent widely divergent classroom styles, with one teacher taking a highly cognitive stance with his students and another teacher indicating more concern with development of student interests in geography. Presented for each of the class types are six beginning inquiry activities, eight inquiry process techniques, and three inquiry debriefing techniques. Sample techniques include focus setting, clarifying, suggesting and designing an

operation, identifying inquiry processes, probing for intent or function, and probing for student's theory. The third section identifies some limitations of inquiry teaching such as lack of suitable evaluation instruments, insufficient teacher preparation in effective uses of inquiry training, limited curriculum materials, and poor dissemination of existing materials. References are included. (Author/DB)

**ED 137 204** SO 009 927  
[Curriculum Support Materials for 1970 Census Data.]

Bureau of the Census (DOC), Suitland, Md. Note—225p.; Titles include Teacher's Guide: Approaches to Census Data [And] A Student's Workbook on the 1970 Census [And] A Census Portrait of Maryland [And] Case Study: The Location of a Playground [And] Case Study: Migration Patterns of Southerners [And] Census Data for Community Action [And] 1970 Census Geography: Concepts, Products, and Programs. DAD number 33 [And] Items Contained in the 1970 Census of Population and Housing. DAD number 14 [And] Reports Related to the 1970 Census of Population and Housing. DAD Number 39; Hard copy not available due to small type throughout document

Available from—Data Access and Use Staff/CSSP, Data User Services Division, Bureau of the Census, Washington, D.C. 20233 (free); Student's Workbook from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55, paperback)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**  
Descriptors—Community Size, Data, Data Collection, Demography, \*Government Publications, Higher Education, \*Instructional Materials, Learning Activities, Migration Patterns, \*Population Education, \*Population Trends, Surveys, Tables (Data)

Identifiers—\*Census Bureau

Nine pamphlets comprise this college-level curriculum support package about 1970 census data. "Teacher's Guide: Approaches to Census Data" describes unit objectives, discusses student materials and other publications the teacher may need, and suggests class exercises. A workbook for students gives an overview of 1970 census subject matter, geography, and data products; mentions related current data sources; provides guidance in finding particular data; and contains exercises to involve students in the use of census publications. Two case studies present a site-location problem in which students must refer to small-area data, and a problem of group migration requiring analysis of state and regional data. Focusing on social welfare applications of data, "Census Data for Community Action" studies concerns such as relocation projects and voter registration. As a sample of state summary reports, a profile of Maryland census data is provided. Three reports, called data access descriptions, provide references to census geographic products helpful in analysis of small-area data; discussion of individual items on the 1970 census questionnaire; and a bibliography of printed reports issued by the Bureau of the Census as a result of the 1970 census. All materials are available from the Bureau of the Census. (AV)

**ED 137 205** SO 009 929  
Minimal Performance Objectives for Social Studies Education in Michigan.  
Michigan State Dept. of Education, Lansing.  
Pub Date Jan 74

Note—182p.; Hard cover not available due to marginal legibility of original  
Available from—Michigan Department of Education, P.O. Box 30008, Lansing, Michigan 48909 (free)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, \*Behavioral Objectives, Cognitive Objectives, Educational Objectives, Elementary Secondary Education, \*Fundamental Concepts, Intermediate Grades, Junior High Schools, Objectives, \*Skills, \*Social Studies  
Identifiers—\*Michigan

This booklet contains a set of elementary and secondary social studies performance objectives for the state of Michigan. In the introduction, the developers comment that the objectives are to be considered as minimal, and that most students

will move beyond them. The objectives stress social studies skills and concepts; they are relatively content free. This allows schools to have varied curriculum according to local needs and preferences. In the booklet the objectives are presented in three groups: early elementary (grades one to three), later elementary (grades four to six), and secondary (grades seven to nine). They are terminal objectives, which means that students should have acquired the skills by the end of each level. On each page objectives are listed in one column with accompanying comments and sample test items in an adjacent column. The test items are included for clarification only. They are not necessarily valid and reliable evaluation items. Both levels of elementary objectives fall into 18 broad categories, including concept formulation; participation in group discussion and activities; problem solving; comparative cultures; and environmental awareness. The 49 secondary objectives are categorized by skills: social-affective, thinking, social science, occupational, and those relating to specific social science concepts. (AV)

**ED 137 206** SO 009 930

Stahl, Robert J. Hamami, Fersun

Some Odds and Ends Relevant to Pre-college Psychology in Florida: A Collection of Tidbits.  
Pub Date 4 May 74

Note—23p.; Paper presented at Joint Southeastern Psychological Association-Florida Psychological Association Convention (Hollywood, Florida, May 4, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Behavioral Sciences, Data Analysis, Educational Assessment, \*Educational Trends, High School Curriculum, \*Instruction, \*Psychology, School Surveys, Secondary Education, \*Social Studies, State Surveys, Student Characteristics, Tables (Data), Teacher Characteristics, \*Textbook Evaluation  
Identifiers—Florida

This report discusses secondary level psychology instruction in Florida public schools. The typical high school psychology student is described. The composite picture is of a student who is white, most often female, attends a large urban high school, and receives instruction with a behavioral emphasis from a social studies teacher with a Masters Degree. Psychology instruction is also discussed in terms of teacher and school characteristics, course emphasis, textbooks, and instructional materials. The bulk of the report analyzes twelve general introductory psychology textbooks. Information is included on the types, kinds, and frequencies of textbook treatment of units, chapters, content, and illustrations. Data are presented on unit headings, chapter headings, percentage of pages devoted to illustrations, and mention of individual names which appear in at least five of the 12 textbooks. Data on the frequently named persons, generally psychologists, psychiatrists, and other social scientists, are analyzed according to the number of pages which contain the name and by cross text comparison of treatment of a person mentioned on at least three pages in any one of the texts. Tables relating to the textbook evaluation, a list of textbooks studied, and description of five precollege psychology teaching workshop sessions are included in the document. (Author/DB)

**ED 137 207** SO 009 931

Davis, E. Dale

Selected Secondary School Teachers' Suggestions for Teaching Effectively the Special Reading Skills Needed in Secondary School Social Studies.

Pub Date 77

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Content Reading, Data Analysis, Educational Research, Interviews, Language Arts, \*Reading Improvement, \*Reading Skills, Secondary Education, \*Social Studies, Surveys, Teacher Attitudes, \*Teaching Methods

Methods that secondary school social studies teachers could use to help students master skills needed for effective reading and comprehension of social studies materials are presented. Surveys of recent literature on teaching reading skills and results of the author's interviews with 91 selected social studies teachers indicate that secondary school social studies teachers have definite responsibilities toward teaching reading. A summary of the teachers' suggestions for effective

methods of teaching social studies reading skills is presented. These stress the teacher's role in helping students grasp main ideas and relevant details, master special social studies vocabulary and concepts, use textbooks and references effectively, set purposes for reading, and learn to read critically. Teachers also should provide materials appropriate for the course and for the students' reading level. Because this study was conducted with selected teachers in a limited geographic area, the author recommends that further study be done by other researchers on the same topic with other teachers and in different geographic areas. (Author/AV)

**ED 137 208** SO 009 933

Cousins, Jack

Status and Effectiveness of Social Studies Skills Programs.

Pub Date [76]

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Critical Thinking, Data Analysis, \*Educational Needs, Elementary Secondary Education, Needs Assessment, Problem Solving, Relevance (Education), \*Skill Development, \*Social Studies, Surveys, Tables (Data), \*Textbook Content

This paper reviews selected literature about social studies skills and discusses results of a preliminary survey about the status of skills programs in elementary and secondary schools. More than 15 yearbooks and methods texts published in the 1960s and 1970s are described. "Skill Development in Social Studies," published in 1963 by the National Council for the Social Studies, is reported to be useful. Most methods texts have at least one chapter dealing with skill development. Many stress problem solving and analysis of controversial matters. In an effort to identify existing skill development programs, the author surveyed members of the Social Studies Supervisors Association. Analysis of 61 responses is presented. Medium-size school districts seem to be most active in developing skills programs. Data gathering and thinking skills are reported most frequently, and social action skills are reported least frequently. Effective teaching procedures include learning centers, contracts, simulations, and discussion of public and private issues. Ten districts are identified as moving ahead in skill development. The author recommends that schools identify important skills, analyze existing curriculum in terms of those skills, and offer repetitive experiences to reinforce skill development. He also sees a need for a guide to social studies skills which will be useful after students graduate. (AV)

**ED 137 209** SO 009 942

Internationalize Your School: A Handbook.

National Association of Independent Schools, Boston, Mass.

Pub Date Jan 77

Note—37p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.00 paperback)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Cross Cultural Studies, Curriculum Development, Elementary Secondary Education, \*Global Approach, \*International Education, International Educational Exchange, Models, \*Program Descriptions, Student Interests, \*Study Abroad, Teaching Methods

This handbook provides information to assist elementary and secondary schools in becoming more international in their approach to and in the content of their curriculum. It is directed to teachers and students as well as administrators. An initial section summarizes 118 responses to a questionnaire mailed to members of the National Association of Independent Schools in 1976. Results indicate that many are interested in international/global education, but few presently use an international curriculum in any specific subject. In a section directed toward students interested in study abroad, there are eight questions to consider and a list of 25 international programs. The descriptions include grade level, length of program, type of schedule, and participating countries. A section for teachers discusses the philosophy and methodology of global studies. Model frameworks for developing curriculum units are presented. Frameworks are provided for five topics on the historical dimen-



sion of global studies, planetary environment, futuristics, conflict resolution, and global population and resources. The handbook concludes with a directory of 43 organizational resources such as American Friends Service Committee, Institute for World Order, and Office of Intercultural Education. These organizations sponsor programs, publish curriculum materials, and encourage cooperation among schools and nations. (AV)

**ED 137 210** 95 SO 009 943  
Selected Bibliography of Polish Educational Materials, Vol. 13, No. 4, 1974.  
National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No.—TT-74-54055-04  
Pub Date 77

Note—83p.; Translated into English by Bozena Koeltz; For related documents, see ED 106 218 and SO 009 749

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
Descriptors—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Early Childhood Education, \*Educational History, \*Educational Methods, Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Reference Materials, \*Research Problems, Schools, Social Sciences, Teacher Education, Vocational Education

Identifiers—\*Poland

One hundred and twenty-three books, research reports, and journal articles, which were available from September to December 1974, are listed in this annotated bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under six headings: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Documents include descriptions of vocational courses, prevention of juvenile delinquency, research into the causes of social behavior, and developmental trends of public secondary education. Polish titles are followed by English translations and document annotations. An index of authors and editors concludes the bibliography. (AV)

**ED 137 211** 95 SO 009 944  
Hansen, Kenneth H., Ed.  
Learning: An Overview & Update. A Report of the Chief State School Officers 1976 Summer Institute.

Colorado State Dept. of Education, Denver.; Council of Chief State School Officers, Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 77  
Note—181p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**  
Descriptors—Achievement Tests, Behavioral Sciences, Conference Reports, Educational Diagnosis, Educational Improvement, \*Educational Objectives, \*Educational Psychology, Educational Trends, Elementary Secondary Education, Essays, Ethnic Groups, Higher Education, Humanistic Education, \*Learning Characteristics, \*Learning Difficulties, \*Learning Processes, \*Public Education, Special Education, Student Characteristics, Work Experience

The document presents the full texts of conference papers that examine questions and tentative answers about learning. The 12 formal papers center around three questions: (1) what has recent research, experimentation, and experience taught us about learning? (2) what barriers to the use of this knowledge exist in our society, our educational system, and organizations? and (3) given that application of new knowledge and ideas are often thwarted by real and perceived constraints, what can state school officers do? The papers were delivered by educational consultants, thinkers, researchers, and practitioners. Speakers addressed the topics of theories and processes of learning, learning continuity over a long time interval, learning environments, the relationship between work experience and learning, skills that should be learned for the future, educational quality, declining scores, humanistic learning, and programs for culturally dif-

ferent and special education. Programs for linguistically and culturally different students and problems of handicapped and disturbed students are described. The final report summarizes the conference as concentrating on 12 interconnecting rings of learning which can be expressed on six levels: settling what we know about learning, setting goals and desirable conditions, encouraging learning for youth, improving learning through humanism and school personnel, recognizing special student needs, and realizing the limitations of our present knowledge about learning. (Author/DB)

**ED 137 212** SO 009 945  
McTeer, J. Hugh Beasley, William M.  
Student Preferences for Social Studies Content and Methodology.  
Pub Date 77  
Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
Descriptors—Comparative Analysis, \*Curriculum, Junior High School Students, Research Methodology, Secondary Education, Senior High Schools, \*Sex Differences, Social Science Research, \*Social Studies, \*Student Attitudes, Surveys, Tables (Data), \*Teaching Methods

This study investigated (1) whether girls express greater or lesser interest in certain social studies methodology and content than do boys, and (2) whether, in these areas, differences exist between junior and senior high school students. Conducted in Georgia in 1976, the study involved 391 students representing rural and suburban areas. On an 18-item rating scale, the students indicated their level of agreement with statements explaining why a person might enjoy social studies classes. Ten statements dealt with methodology and eight dealt with curriculum content. These included use of films or oral reports and emphasis on current events or money management. Two tables of data document the results. Girls on both levels expressed interest in the culturally-oriented areas of sociology and cultural geography. This may indicate that the culturally-oriented areas of social studies have less male bias than those dealing with military and political history or physical geography. Boys, especially on the junior high level, expressed greater liking for military and political history than did girls, although the difference diminishes as students mature. In general, junior high students seemed more favorable than senior high students toward social studies. This may be caused by the maturation process, the nature of the school's program, or a combination of reasons. (Author/AV)

**ED 137 213** SO 009 947  
Hawkins, John N. Maksik, Jon  
Teacher's Resource Handbook for African Studies: An Annotated Bibliography of Curriculum Materials, Preschool through Grade Twelve. UCLA African Studies Center Reference Series, Volume 16.  
California Univ., Los Angeles. African Studies Center.  
Pub Date 76

Note—75p.; For related documents, see SO 009 570-573; Bibliography published with the assistance of the Curriculum Inquiry Center, UCLA

Available from—Curriculum Inquiry Center, Moore Hall 340, 405 Hilgard Avenue, Los Angeles, California 90024 (\$1.50 paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*African Culture, \*African History, \*Annotated Bibliographies, \*Area Studies, Bibliographies, Books, Cross Cultural Studies, Cultural Differences, Curriculum Evaluation, Elementary Secondary Education, Films, Filmstrips, Foreign Culture, \*Instructional Materials, International Studies, Maps, Periodicals, Phonograph Records, Slides, Social Studies, Tape Recordings, Transparencies

Identifiers—\*Africa

Six hundred and sixty-two listings of instructional materials for teaching about Africa are presented in this annotated bibliography to help teachers identify materials that will assist them in developing courses and units of study. Materials are identified that can be used by precollegiate teachers of all subject areas. This handbook is arranged by grade levels—preschool to grade three, grades 4-6, and grades 7-12. Within each section materials are divided by geographic region and

listed alphabetically according to their instructional formats. The region divisions include Africa (general), Western, Eastern/Central, and Southern. Types of materials include multimedia, books, filmstrips and slides, records and tapes, maps and transparencies, duplicating masters, and pictures and charts. Entries include title, price, publisher and description. A list of publishers and distributors is included for ordering materials. The handbook concludes with two evaluation forms which may assist teachers in selecting materials on the basis of their cross-cultural value and for purposes of general assessments. (JR)

**ED 137 214** SO 009 950  
Lipman, Matthew And Others  
Philosophy in the Classroom.  
Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children.

Pub Date Jan 77

Note—183p.; For related documents see ED 103 295-298 and SO 009 951

Available from—Institute for the Advancement of Philosophy for Children, Montclair State College, Upper Montclair, New Jersey 07043 (\$4.00 paperback plus \$0.50 postage)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Abstract Reasoning, \*Child Development, Childhood Attitudes, Children, Cognitive Processes, Curriculum Development, Educational Needs, Educational Objectives, Elementary Education, Elementary School Curriculum, Ethics, \*Humanities, \*Intellectual Development, Logic, \*Moral Development, \*Philosophy, \*Productive Thinking, Teaching Methods

This handbook for educators and parents discusses the need to include philosophy in the elementary classroom. The authors point out that as a question-raising discipline, philosophy is appropriate to guide children's natural inquisitiveness through the educational process. It encourages intellectual resourcefulness and flexibility which can enable children and teachers alike to cope with the disconnectedness and fragmentation of existing curricula. It can help develop sound reasoning and ethics. The first six chapters discuss reasons for including philosophy in the curriculum, aims and objectives of the philosophy for children program, and methods of teaching and guiding philosophical discussions. The point is made that children frequently are not satisfied with simplified answers to their questions, and that their minds should be trained at an early, receptive age to consider metaphysical, moral, and logical issues. Chapter seven presents an argument for the use of formal and nonformal logic in teaching children to think constructively and learning to make inferences and deductions on their own. In chapter eight, the authors explore the following question: can moral education be divorced from philosophical education? The interrelationship of logic and morality indicates that the answer is no. See SO 009 951 for a philosophical reader for junior high students. (Author/AV)

**ED 137 215** SO 009 951  
Lipman, Matthew  
Lisa.

Montclair State Coll., Upper Montclair, N.J. Inst. for the Advancement of Philosophy for Children.

Pub Date 76

Note—157p.; For related documents, see ED 103 295-298 and SO 009 950

Available from—Institute for the Advancement of Philosophy for Children, Montclair State College, Upper Montclair, New Jersey 07043 (\$6.00 paperback plus \$0.50 postage)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Abstract Reasoning, Childhood Attitudes, Children, \*Discovery Processes, Elementary Education, Ethics, Grade 7, Grade 8, Intellectual Development, \*Logic, \*Moral Development, Moral Issues, \*Philosophy, Productive Thinking, \*Reading Materials, Social Problems, Textbooks

A philosophy reader for seventh and eighth graders, "Lisa" presents a story about daily experiences of a group of schoolchildren. The story is a sequel to ED 103 298. "Lisa" focuses on ethical and social issues such as lying and truth-telling, fairness, naturalness, and what are rules and standards. Other issues such as job and sex discrimination, punishment, the nature of death,

and the rights of children are also explored. Constructed as a series of dialogues between children, the story has a child-centered perspective which provides readers with a means for attending to their own thoughts and to ways that their thoughts can function in their lives. This is approached through a discovery of rule-governed thinking and by illustrations of a variety of non-formal types of thought. Search techniques are provided to allow readers to identify rules of their own. In the story and in the classroom, it is the children and the students who discover and test the structural rules of formal logic. "Lisa" is not only about reasoning and morality; it is also concerned with the interrelationship of logic and morality. For example, Lisa pondered inconsistencies in her own behavior of loving animals and yet liking to eat roast beef. The philosophy program helps students establish good reasons in justifying their beliefs and in justifying certain departures from normal patterns of conduct. (Author/AV)

**ED 137 216** SO 009 952

**Economic Education in California Public Schools.**

California State Dept. of Education, Sacramento.

Bureau of Elementary and Secondary Education.

Pub Date Feb 67

Note—14p.; For a related document, see SO 009 953

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Consumer Education, \*Curriculum

Development, \*Economic Education, Educational

Assessment, Educational Needs, Elementary

Secondary Education, Graphs, \*Social Studies,

\*State Surveys, Tables (Data), \*Teacher

Education

Identifiers—\*California

This study was undertaken in 1966 to determine

the extent of K-12 economic education in the

public schools of California and the college

training of the economic teachers. The objective

was to develop constructive recommendations in

areas where the programs need strengthening. All

elementary and secondary school districts were

surveyed. Forty percent of the elementary schools

offered students units of economics. Only 41 per-

cent of the schools provided some inservice training

in economics for elementary teachers. Forty-

seven percent of the elementary teachers had no

college training in economics, and 56% had less

than three semester units of college economics.

Less than one-third of the high schools reported

they offered a grade 12 economics course. Over

91% of the high school seniors in the state do not

take a senior level economics course. Separate

economics courses below grade 12 level were

offered by only 16 percent of the schools. High

school economics teachers have had little or no

training in economics. Conclusions indicated that

California schools need to expand economics

courses and offer many institutes in economics

for teachers. An outline of the kind of teacher

training recommended is provided. (Author/RM)

**ED 137 217** SO 009 953

**Economic Education in California Junior and**

**Senior High Schools, 1974.**

California Council for Economic Education.;

California State Chamber of Commerce, Sacramento.;

California State Dept. of Education, Sacramento.;

California State Univ., Sacramento.

Economic Education Center.

Pub Date Jan 75

Note—23p.; For a related document, see SO 009 952

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Consumer Education, \*Curriculum

Development, \*Economic Education, Educational

Assessment, Educational Needs, Secondary

Education, \*Social Studies, \*State Surveys,

\*Teacher Education

Identifiers—\*California

This study was undertaken in 1974 to determine

the extent of economic education in the

secondary schools of California and the formal

economics training of the teachers. Question-

naires were mailed to the principals of all the junior

and senior high schools in California. Approximately

1300 questionnaires were mailed and

480 returned. Since a similar study was

conducted in 1966, some comparative data are

available. About 38% of the schools indicated

that they offered a separate one-semester course

in economics for grade 12. This is a small improvement over the 31% in the 1966 survey. Consumer economics has increased in relative importance as 139 schools reported courses in this area, 68 in general economics, and 48 equally divided between consumer and general economics in the current survey. Thirty-eight secondary schools offer a one-quarter semester course in economics and enroll 42,333 students. In 1966, 32 schools reported offering this course but enrolled 32,567 students. The economics training of personnel teaching separate economics courses has shown some improvement since 1966, although 134 teachers of such courses have no college economics and an additional 85 have less than three units of credit. The separate economics classes in 1974 and 1966 were taught predominantly by social science teachers. (Author/RM)

**ED 137 218** SO 009 966

**Otero, George G. Smith, Gary R.**

**Teaching about Food and Hunger: 33 Activities.**

Environmental Education Series, Volume 1.

Denver Univ., Colo. Center for Teaching International

Relations.

Pub Date 76

Note—135p.; Pages 88, 89, 93, 103, 106-9, 125

of the original document are copyrighted and

therefore not available. They are not included

in the pagination

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Adult Education, Bibliographies,

Class Activities, Community Resources, \*Concept

Teaching, Critical Thinking, Curriculum

Development, \*Food, Global Approach,

Hunger, \*Instructional Materials, Learning Ac-

tivities, Nutrition, Resource Materials, Secondary

Education, Simulation, \*Social Studies,

\*Values

Thirty-three supplementary teaching activities

are provided to complement existing curricula

related to food. Content covers food production

and distribution, nutrition, food shortages, food

habits, meal planning, and other topics appropriate

for secondary and adult programs. Although the

objectives are varied for each lesson, taken as a

whole they emphasize discovery

skills, values and values clarification, and

knowledge of food issues and related concepts.

Teaching strategies include discussion based on

starter activities, simulation, role playing, and use

of community resources. Each activity specifies

objectives, teaching time, materials, procedures,

evaluation, and further suggestions. Most of the

materials are handouts, which are appended. For

example, an activity stressing awareness, values,

and critical thinking makes use of a personal food

survey to help students determine personal and

community eating patterns. Another activity

emphasizes values, nutrition, and food distribution

through student documentation of food

waste within their homes. Global issues of poverty,

malnutrition, and disease are also studied. Two

bibliographies identify 20 organizations with

information on food and hunger and 32 food

resources such as books, kits, and journals.

(Author/AV)

## SP

**ED 137 219** 95 SP 009 853

**Dyer, C. James**

**Humanistic Competency Training for Supervisors**

**and Cooperating Teachers.**

Association of Teacher Educators, Washington,

D.C.; ERIC Clearinghouse on Teacher Education,

Washington, D.C.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Pub Date Feb 76

Note—41p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Behavioral Objectives, \*College

Supervisors, \*Cooperating Teachers, Human

Relations, \*Interpersonal Competence, Inter-

personal Relationship, Performance Based

Teacher Education, Role Perception, Sensitivity

Training, \*Student Teacher Relationship,

\*Student Teachers, Student Teaching, Supervisory

Training, Teaching Experience

Identifiers—Psychocooperation

Criteria that emphasize humanistic competencies

directly related to the accepted role objec-

tives of the student teaching participants—student teachers, college supervisors, cooperating teachers—are developed and stated. First, the clinical student teaching experience in general is discussed including role perceptions of the cooperating teacher and the college supervisor, problems, priorities, and the question of competencies. Next, the student teaching triad is treated by the introduction of a new educational term, "psychooperation." Third, suggestions are made for training in humanistic competencies. The final section offers a brief look at change expectations. (MM)

**ED 137 220** 95 SP 010 737

**Jeppson, Gordon D., Comp.**

**A Directory of Information Resources in Health,**

**Physical Education, and Recreation.**

ERIC Clearinghouse on Teacher Education,

Washington, D.C.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Pub Date Feb 77

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Directories, Health, Health Education,

\*Information Centers, Information Dissemination,

\*Information Systems, \*Physical Education,

\*Recreation

This directory was compiled to aid health,

physical education, and recreation professionals

locate and gain access to the information systems

that store materials in their areas of interest. Information

is included about (1) U.S.-based information

centers, (2) many of the Canadian

systems, and (3) the International Association for

Sport Information. Listings include (a) organiza-

tion name, address, telephone number, and contact;

(b) a description of the organization and its

information facilities; and (c) services provided

and cost information. (MM)

**ED 137 221** 95 SP 010 738

**Pipes, Lana, Ed.**

**Administrator Style Effect on Teacher Behavior**

**and Morale. Bibliographies on Educational Topics**

**No. 7.**

ERIC Clearinghouse on Teacher Education,

Washington, D.C.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Pub Date Feb 77

Note—126p.

Available from—ERIC Clearinghouse on Teacher

Education, Suite 616, One Dupont Circle,

N.W., Washington, D.C. 20036 (\$1.40)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Administrative Personnel, Ad-

ministrator Role, Annotated Bibliographies,

\*Bibliographic Citations, Interprofessional

Relationship, \*Leadership Styles, \*Literature

Reviews, School Organization, \*Teacher Ad-

ministrator Relationship, Teacher Attitudes,

\*Teacher Behavior, Teacher Morale, Teacher

Role

The effect administrator style has on the

behavior and morale of teachers is the subject of

this bibliography and literature review. It is

comprised of three major topical sections: (1) the

school as a social system; (2) administrator style;

and (3) teacher behavior. Documents in the first

section are primarily concerned with two aspects

of the school as a social system—the organiza-

tional climate and the congruence of role func-

tions and goal perceptions deriving from the or-

ganizational structure. The documents in the

second section are classified as relating to the

administrator's personal leadership style or the

instructional leadership influence. Documents in

the third section are subdivided according to

teacher role perceptions and confrontation and

conflict. The entries were selected from the ERIC

data file, RESOURCES IN EDUCATION. Several

of the documents listed are reviewed in the literature

analysis that precedes the bibliography. Abstracts

of documents selected are reproduced from the

actual computer printout pages. Citations in

each topical section appear in chronological

order with the most recent accessions first.

Most documents are available in microfiche or "hardcopy" and can be ordered from the ERIC

Document Reproduction Service. (MM)

**ED 137 222** 95 SP 010 745

**Arnold, Daniel S. And Others**

**Quality Control in Teacher Education: Some Policy**

**Issues.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Note—107p.

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle, Suite 610, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—College Admission, \*Educational Policy, \*Educational Quality, Effective Teaching, Inservice Teacher Education, \*Performance Based Teacher Education, Professional Recognition, \*Quality Control, Teacher Certification, \*Teacher Education, Teacher Employment, \*Teaching Quality, Tenure

A framework is proposed for the rigorous and continuing exercise of quality control in teacher education. The major focus is on the individual measures of quality control which can be exercised at eight critical points in the preparation and practice of a teacher: (1) college admission; (2) admission to teacher education programs; (3) student teaching and other professional field experiences; (4) completion of preservice preparation and institutional recommendation of candidates for initial certification; (5) state agency certification; (6) employment; (7) retention and tenure decisions—the role of inservice education; (8) continuing professional development—the recognition of the teacher-scholar. The major section of this paper is organized around these quality control points, and, within each of the eight subsections, seven basic questions are utilized to clarify the issues relating to each point: (1) What are the competencies, qualities, and characteristics associated with effective teacher performance expected as exit criteria from this point? (2) Which of these competencies, qualities, or characteristics can be developed or enhanced by the institution or agency primarily responsible for the quality control point with the time and resources available? (3) What are the entry requirements at this quality control point? (4) How can generic competencies associated with quality teacher performance be ensured while at the same time avoiding a narrow view of teaching? (5) What are the principal influences on the quality controls exercised? (6) With whom does primary responsibility for evaluation lie? and (7) What processes, mechanisms, and instruments are properly involved? A bibliography is appended. (MM)

ED 137 223

SP 010 856

Weiss, Melford S. Weiss, Paula H.

Taking Another Look at Teaching: How Lower-Class Children Influence Middle-Class Teachers. Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Anthropological Association (San Francisco, California, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Problems, \*Change Agents, Changing Attitudes, Class Attitudes, Compensatory Education, Culturally Disadvantaged, \*Culture Conflict, Elementary Education, Language Patterns, \*Lower Class Students, \*Middle Class Values, \*Student Teacher Relationship, \*Teacher Attitudes, Urban Culture, Violence

The schooling/learning process is a two-way street—that is, teachers as well as students can learn important lessons about class values and acculturation. This study focuses upon that process where by middle-class teachers are significantly influenced by their lower-class students. The results dramatize two important changes—the acceptance of violence as a practiced means of conflict resolution and an increasing tolerance of obscene language. This study challenges some basic assumptions about the nature of schooling and the effectiveness of education as an instrument of social change. (Authors)

ED 137 224

SP 010 857

Purcell, Thomas D. Seiferth, Bernice B.

Student Teachers' Evaluation of Their Preparation for Student Teaching.

Pub Date 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Education Majors, \*Preservice Education, \*Questionnaires, \*Student Attitudes,

\*Student Problems, \*Student Teachers, Student Teaching, Teacher Education, \*Teaching Experience

This study concerning student teachers' evaluation of their preparation for student teaching follows research on student teachers' perceptions of the most pressing problems encountered during student teaching. The first study identified a list of commonly encountered problems for a variety of teaching situations. In the second study, each of 113 student teachers was asked to rate his level of preparation in meeting these problems as "unsatisfactory," "satisfactory," and "commendable." Analyses of the data indicated no statistically significant trends. Future inquiry will focus on refining the questionnaire with further investigations into significant differences that may become apparent among student teachers in various fields of subject matter preparation. (MM)

ED 137 225

SP 010 858

Caldwell, Robert M. Childs, Harold

Acquisition of Specific Teaching Behaviors Through a Teacher Center Consortium.

Pub Date Feb 77

Note—32p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Classroom Environment, \*College School Cooperation, Consortia, Educational Coordination, \*Interinstitutional Cooperation, \*Preservice Education, Student Teachers, Student Teaching, \*Teacher Behavior, \*Teacher Centers, \*Teaching Skills

Identifiers—Texas (Dallas)

Shared responsibility between school districts and universities for training teachers in large metropolitan school districts seems to offer advantages over the traditional preservice education curriculum. Seventy-two preservice teachers were selected from six universities participating in a consortium teacher center program. Each student teacher was randomly assigned to either an experimental or a control group. The experimental group was provided with training implemented through the teacher center aimed at developing teaching skills that contribute to the creation of a positive learning environment. The control group received no such training and proceeded instead through the teacher preparation curricula provided by their respective organization. A Competency Indicator Scale was used to observe teaching behaviors directed at developing affective outcomes in learners. Based on the data collected, the teacher center consortium did not seem to offer any special advantages to helping preservice teachers acquire and demonstrate specialized teaching skills. The cooperative teacher center effort, however, did seem to have positive effects on the program participants. (A discussion of the Dallas Teacher Education Center is included). (MM)

ED 137 226

SP 010 859

Evaluation of Student Teachers. Bibliographies in Education. No. 59.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Jan 77

Note—82p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa Ontario, K2P 1B4 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, \*Bibliographic Citations, College Supervisors, \*Effective Teaching, \*Student Teachers, \*Student Teaching, Teacher Education, \*Teacher Evaluation

This bibliography lists books, documents, and journal articles appearing during the past five years on the evaluation of student teachers. In addition to references dealing specifically with this topic, a number of references on the related topics of teacher effectiveness, teacher evaluation, and teacher supervision have been included. Most entries are annotated. Sources consulted include BRITISH EDUCATION INDEX, CANADIAN EDUCATION INDEX, CURRENT INDEX TO JOURNALS IN EDUCATION, CANADIAN BOOKS IN PRINT SUBJECT GUIDE, DIRECTORY OF EDUCATION STUDIES IN CANADA, RESOURCES IN EDUCATION, and SUBJECT GUIDE TO BOOKS IN PRINT. (MM)

ED 137 227

SP 010 863

Cornbleth, Catherine Korth, Willard

Teachers' Perceptions of and Interaction with Students in Multicultural Classrooms.

Spons Agency—Pittsburgh Univ., Pa. School of Education.

Pub Date 7 Apr 77

Note—30p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Achievement Rating, Classroom Research, Discriminatory Attitudes (Social), Educational Discrimination, \*Expectation, \*Interaction Process Analysis, Interpersonal Competence, Racial Discrimination, \*Racial Factors, \*Student Teacher Relationship, \*Teacher Behavior

Examination of the relationships between achievement ratings and interaction variables suggest that teachers interpret the same student behavior in different ways depending upon the student's race. With increased understanding of the student characteristics and behaviors influencing the formation of differential teacher perceptions, it would be possible to sensitize preservice and inservice teachers to these factors and assist them in identifying and modifying discriminatory attitudes to the benefit of all students. (MB)

ED 137 228

95

SP 010 864

Bell, Warren And Others

The Training of a Cadre: An Application of the PETC Systems. Improving Teaching Competencies Program.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date Dec 76

Contract—400-76-0046

Note—181p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—\*Administrative Organization, Consultants, \*Group Relations, \*Institutes (Training Programs), \*Instructional Systems, \*Program Descriptions, \*Program Evaluation

This report documents an application of the Preparing Educational Training Consultants (PETC) systems to the training of a cadre of internal organizational specialists, presenting its analysis in five chapters dealing with (1) a description of the systems, the context and focus of the study and major questions guiding the evaluation; (2) a history and background of the cadre; (3) a documentation of training intervention by the Northwest Regional Educational Laboratory (NWREL); (4) training outcomes; and (5) conclusions and recommendations. Designed by NWREL to provide educators with practical skills and knowledge for organizational development and planned change, PETC trains small groups of educators within a school system to be able to provide help in (1) training in group process skills (PETC I); (2) consulting in a temporary relationship (PETC II); and (3) long-term organizational training and consultation (PETC III). Upon completing the program, participants are expected to be able to diagnose training needs in process skills, provide training activities to meet those needs, strengthen weak organizational functions, and facilitate normative and structural changes in the organization to improve overall effectiveness. Tables and appendixes are included. (MB)

ED 137 229

95

SP 010 865

Hite, Herbert Howey, Kenneth R.

Planning Inservice Teacher Education: Promising Alternatives.

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 77

Note—77p.

Available from—American Association of Colleges for Teacher Education, 1 Dupont Circle N.W., Suite 610, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.



**Descriptors**—Case Studies, \*Educational Alternatives, Educational Objectives, Inservice Programs, \*Inservice Teacher Education, Inservice Teaching, \*Performance Based Teacher Education, \*Program Descriptions, \*Program Planning, Teacher Education, Teacher Educators, Teacher Motivation, Teacher Role, Teacher Salaries, Teaching Experience, Trend Analysis

**Identifiers**—Professional Development

This monograph, consisting of two papers, is intended to assist the teaching profession to analyze and study the broad picture of inservice education of teachers. In the first paper, a rationale for the present state of the art is given and also a projection for the future. Differing, but equally effective, approaches to the inservice education of teachers are analyzed. Factors that determine program purposes and characteristics are discussed. Scenarios of three illustrative inservice education programs are presented in detail. In the second paper, a number of basic conditions that need to be considered in planning for more viable inservice alternatives are considered, and suggestions on how some of these issues may be resolved are offered. The point is made that the "whys" and "hows" of inservice education will be understood more clearly if they are examined in relationship to foreseeable changes in the total approach to teacher education, and school conditions in general. (JD)

**ED 137 230** SP 010 866

Saville, Anthony Kavina, George

*The Will of the People: Education in Nevada.*

Pub Date 77

Note—250p.

Available from—University Press of America, 4710 Auth Place, S.E. Washington, D.C. 20023 (\$8.75)

**Document Not Available from EDRS.**

**Descriptors**—Accreditation (Institutions), Curriculum Design, \*Educational History, Educational Legislation, \*Educational Objectives, Elementary Secondary Education, Expenditure Per Student, \*Full State Funding, Graduation Requirements, Higher Education, School Taxes, \*State Boards of Education, \*State Curriculum Guides, Tax Allocation, Teacher Certification

**Identifiers**—\*Nevada

This book describes Nevada's system of education, its historical development, how the schools are organized and financed, what is taught, and who is qualified through what procedures to teach. Seven chapters cover the following subjects: (1) Nevada's natural resources—geography, climate, people, schools and countries and school enrollments; (2) early education in Nevada—its background and history; (3) the governance of education—the relationship between constitutional requirements and the roles of the state legislature, the governor, and the judiciary; (4) the objectives of education in Nevada, the sources of state school revenue, the local district tax structure, tax rate assessment base, tax limits for current school expenses, and the federal role; (5) what is to be taught—the curriculum, secondary school requirements, and adult high school diploma requirements, elementary education, special education, certification of teachers, accreditation of institutions, and professional organizations; (6) higher education in Nevada; and (7) summary and evaluation of future needs. Appendixes list state educational organizations and their components. Tables illustrate detailed school structures in the counties of Nevada. (JD)

**ED 137 231** SP 010 867

**Personal Causation and Locus of Control: An Analysis of Selected Teacher Characteristics and Their Relations to Student Achievement.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 77

Grant—MH22127-03

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Academic Achievement, Educational Research, Inner City, \*Locus of Control, Public School Teachers, Teacher Behavior, \*Teacher Characteristics, \*Teacher Influence, \*Teacher Motivation, \*Teacher Orientation, Urban Education

Personal characteristics of 58 inner city teachers (fourth through eighth grades) were analyzed for their relations to student achievement. The assumption supporting this analysis is that teachers' influence upon students is pervasive and powerful and, therefore, knowledge of teachers' motivational beliefs (personal causation) and orientation (perception of locus of control) helps to account for variation in student achievement. Three expected relationships were tested: (1) the more a teacher has an internal locus of control, the more active and adaptive his classroom behavior is likely to be and the higher his students are likely to achieve; (2) the more a teacher generally experiences behavior with a sense of personal causation, the more purposive and determined his classroom behavior is likely to be and the higher his students are likely to achieve; and (3) the extent to which a teacher perceives behavior with an internal locus is unrelated to the extent to which a teacher experiences behavior with a sense of personal causation. The "Origin-Pawn Measure" and the "Internal-External Locus of Control Scale" were used to gather information on teacher characteristics; the "Iowa Test of Basic Skills" was used to measure student achievement. Findings support the distinction between personal causation and locus of control and demonstrate the value of each in analyzing the relationship between teacher characteristics and student achievement. (MM)

**ED 137 232** SP 010 868

Alpert, Judith Landon And Others

*Teacher Characteristics and the Selection of Teachers as Consultants.*

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Consultants, \*Consultation Programs, Elementary Secondary Education, Participant Characteristics, \*Psychological Services, \*School Psychologists, \*Teacher Characteristics, \*Teacher Selection

This study focuses on the process by which school consultants select the teachers with whom they consult. Research participants were 14 certificate or doctoral matriculants in a school psychology program. A questionnaire was administered to all consultants consisting of ranking and rating items. Consultants were asked to: (1) list all the teachers in their consultation placement; (2) to name in rank order the two teachers they perceived as best meeting the academic and socio-emotional needs of children and the two teachers perceived as worst meeting these needs; (3) to name the two teachers most receptive to change and the two teachers least receptive to change; (4) to name the two teachers for whom they had the most personal liking and the two teachers for whom they had the least personal liking; and (5) to rate the most preferred teacher-consultee and the least preferred teacher-consultee on a nine-point scale in comparison with the other teachers in their placement school. The data indicate that the consultants most prefer to work with teachers who are classified as most able to meet socio-emotional needs of children, most receptive to change, and most likeable. It appears that the teachers most in need of assistance are not selected for consultation. (MM)

**ED 137 233** SP 010 870

Doak, J. Linward Michalak, Dan A.

*A Critique of a Research Instrument Involving Teacher Perceived Problems as Seen By Pre- and In-Service Teachers.*

Pub Date Nov 76

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (5th, New Orleans, Louisiana, November 21-24, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Educational Problems, \*Educational Research, Elementary School Teachers, \*Measurement Instruments, Student Teachers, Teacher Behavior, Teacher Improvement

**Identifiers**—Cruickshank (Donald R.), \*Teacher Perceived Problems

This research examined teacher behavior as a primary source of data collection and analysis for study of teacher failure. The results of two studies using the teacher-perceived problems

procedure developed by Donald R. Cruickshank are reported. Study I surveyed 120 experienced elementary teachers enrolled in a master's program; Study II involved a sample of student teachers engaged in a Right-to-Read Project. All subjects completed the Teacher Problems Checklist (TPC) based on 66 most common problems identified by teachers. The two studies revealed significant limitations in the TPC instrument's validity and accountability for geographic and cultural variables. (MM)

**ED 137 234** SP 010 871

Bush, Andrew J. And Others

*An Empirical Investigation of Teacher Clarity.*

Pub Date Apr 77

Note—20p.; Paper presented at Annual Meeting of American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Catholic Schools, \*Classroom Communication, Data Analysis, Educational Research, Junior High School Students, \*Secondary School Teachers, \*Student Evaluation of Teacher Performance, \*Teacher Behavior, Teacher Education, \*Teaching Methods

**Identifiers**—\*Instructional Clarity

In an attempt to investigate and define the "clarity of presentation" complex of teacher behaviors and to relate them to a number of presage and context variables, four instruments consisting of selected low inference behaviors were administered to four groups of ninth-grade students for rating the behaviors of their most clear and least clear teachers. The resulting data sets were factor analyzed to a principal axis, varimax rotated solution with resultant factors somewhat consistent across forms and highly consistent across clarity levels for each form. The data suggests that teacher clarity consists of a general dimension involving explaining concepts in an understandable manner, at an appropriate pace, involving use of examples and illustrations in presenting material. Practical implications appear in several areas: (1) junior high school teachers who wish to be judged as clear teachers should use clarifying techniques in their teaching methods; (2) teacher educators who wish to train clear teachers should stress the practice and frequent use of understandable presentations, appropriate pace, and use of examples; (3) researchers might well find similar success in identifying and defining other high inference constructs (e.g., teacher variability, enthusiasm, task-oriented behavior, etc.) by using similar methods. (MB)

**ED 137 235** SP 010 872

Lynch, Patrick D. Barnette, J. Jackson

*An Intervention to Assist Teachers in Creating*

*Supportive Classroom Climates.*

Pub Date 77

Note—58p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977); Some tables may be marginally legible

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Behavior Change, \*Classroom Environment, Elementary School Teachers, Low Income Groups, \*Negative Attitudes, Rural Schools, Self Esteem, \*Student Attitudes, Student Behavior, \*Student School Relationship, \*Teacher Attitudes, \*Teacher Behavior, Teaching Procedures

**Identifiers**—Appalachia

Modification of teacher behavior using videotapes and the Withall Social Emotional Climate and Golloway instruments to classify teacher behaviors resulted in maintaining positive pupil attitudes toward school and teachers and self-esteem over one academic year. Previous studies had shown a decline in these types of pupil attitudes during an academic year. Control classrooms in the study exhibited this decline. Six classrooms in grades 3, 6, and 8 were experimental sites. The six control classrooms of the same grades were selected in a poor, white Appalachian school district. Results indicated that socioeconomic level did not relate to student attitudes and that the verbal behavior of the teacher is one factor that affects student attitudes. The conclusion of the study is that achieving a positive attitude toward school on the part of students is a complex problem calling for more careful study of teacher behaviors and attitudes. (JD)

## ED 137 236 95 SP 010 873

Moore, Jeffrey E. *Berliner, David C.*  
**The Maintenance of Data Security and the Trustworthiness of Individuals.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Records, \*Confidentiality, \*Confidential Records, Data Collection, \*Educational Research, Information Dissemination, \*Legal Responsibility, Research Coordinating Units, Research Methodology, \*Research Problems, \*Statistical Data

This paper discusses the problem of maintaining confidentiality in data resulting from research projects. The rights and responsibilities of the parties involved in a research effort are examined. Five parties to a research project are identified as: (1) the participants, often called subjects, who have the right to privacy and the responsibility to provide honest, valid response; (2) the principal investigator, who selects or designs the collection effort and is responsible for maintaining privacy of subjects and providing accurate reports; (3) the funding agency, whose responsibilities often include selection of the principal investigator, approval of budget, auditing, and deciding whether or not to disseminate results; (4) the scientific community, usually in the form of a secondary analyst, auditor, or critic, whose rights include access to findings and data and whose responsibilities are to ensure that results are consistent with the data and analysis and to discourage improper practices and procedures; (5) the public, including the press and legislatures, who have a right to know the results of some research and in some cases have the responsibility for providing information to the general citizenry. The possible conflicts between the five identified parties in a research project are discussed as are means of clarifying roles of each; ways of insuring data security while disclosing important findings are examined. (JD)

## ED 137 237 SP 010 874

Dunn, Thomas G.

**Using Ordering Theoretic Technique to Analyze Hierarchical Relationships Among Intellectual Skills and Propositional Logic Tasks.**

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cognitive Development, \*Cognitive Processes, \*Educational Research, Feedback, Goal Orientation, Intellectual Development, \*Logical Thinking, Mastery Learning, Performance Based Teacher Education, Problem Solving, \*Serial Ordering, \*Synthesis, Taxonomy

Identifiers—\*Hierarchical Learning, Propositional Logic

Performance data for 42 subjects pertaining to seven course objectives and ten propositional logic tasks were analyzed for hierarchical relationships using ordering theoretic technique. The resulting hierarchy indicated that simple implication and particular contraposition propositional logic tasks were prerequisite to some course objectives. This procedure was discussed as being useful in generating hierarchies in subject areas less amenable to this process and of value in the design and implementation of competency based teacher education and mastery learning systems. (Author)

## ED 137 238 SP 010 875

Woolfolk, Anita E.

**The Impact of Teacher Nonverbal Behavior upon Student Learning and Performance.**

Pub Date 77

Note—29p.; Paper presented at American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Classroom Communication, Effective Teaching, Group Dynamics, \*Interaction Process Analysis, \*Learning Motivation, Negative Practice, \*Nonverbal Communication, Positive Reinforcement, \*Reactive Behavior, Sex Differences, Student Reaction, Teacher Behavior, \*Verbal Communication

Four combinations of teacher verbal and nonverbal evaluative behavior were studied within a controlled microsession. Two male and two female teachers presented each of the four combinations—(a) verbally and nonverbally positive; (b) verbally positive and nonverbally negative; (c) verbally negative and nonverbally positive; or (d) verbally and nonverbally negative—to different, randomly selected samples of sixth-grade male and female subjects. Data analysis indicated that negative teacher nonverbal behavior led to significantly greater performance during the lesson. Teacher verbal behavior also influenced subject performance, interacting with the factor of individual teacher. On the measure of learning, females achieved significantly higher scores and teacher sex interacted with student sex. (Author)

## ED 137 239 SP 010 876

Inel, E. Carmen, Ed.

**Dance Heritage. Focus on Dance: VIII.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 77

Note—92p.; This book was developed by the National Dance Association

Available from—AAHPER Promotion Unit, 1201 16th Street, N.W., Washington, D.C. 20036 (\$6.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Aesthetic Education, \*American History, Colonial History (United States), \*Dance, Educational Trends, Eskimos, Financial Support, Recreational Activities

Identifiers—\*Folk Dance, Mormons, Movement Education, \*Square Dance

The theme of this bicentennial perspective on American dance is "Heritage, Festival, Horizons." The heritage section highlights dance activities of colonial America; the festival section answers the question, "Why do we have cause to celebrate?"; and the horizon section presents some of what is happening now in dance and what may be the wave of the future. Contributors are prominent persons in dance research, education, and performance. Specific areas covered include: (1) dancing as an aspect of early Mormon and Utah culture; (2) dance in Eskimo society; (3) a history of square dance in America; (4) folk dance in America; (5) dance education; (6) kinesthetic-rhythmic approach to dance; (7) public subsidy for dance—the role of local, state, and federal agencies; (8) interdisciplinary aesthetic education; and (9) recreational dance in the 1970s. (MM)

## ED 137 240 SP 010 877

**Assessment Guide for Secondary School Physical Education Programs.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date 77

Note—25p.  
 Available from—AAHPER Promotion Unit, 1201 16th Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Athletic Programs, \*Evaluation Methods, Intramural Athletic Programs, \*Physical Education, Program Administration, \*Program Evaluation, Program Improvement, \*Secondary Education, \*Self Evaluation

The purpose of this assessment instrument is to provide a functional tool that allows for: (1) self-study and self-evaluation of the total secondary school physical education program; (2) identification of problem areas; and (3) eventual improvement of the secondary school physical education program. Criteria items are organized under four program areas—administration, instructional program, intramural program, and athletic program. All items are based upon professional association recommendations that presume that physical education departments with different philosophies will interpret and design programs according to different rationales. Since all answers or responses to criteria statements utilized in this instrument reflect the particular philosophy of the program being studied, a written statement of the department's philosophical orientation should be available. The required response to all criteria statements is "yes" or "no." A negative response indicates that additional self-study is needed in the specific area or may be justified with an ac-

ceptable rationale based on the philosophical orientation of the department. The instrument may be used to develop a written self-study, to demonstrate program quality to superiors, or to assess progress in program development. (MM)

## ED 137 241 SP 010 878

Oreglia, Anthony *And Others*

**A Data Acquisition and Analysis Handbook for Health Planners. Volume I.**

Purdue Univ., Lafayette, Ind. Health Services Research and Training Program.

Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Bureau of Health Planning and Resources Development.

Report No—HRA-77-14506

Pub Date Oct 76

Contract—HRA-230-75-0061

Note—389p.; For related document, see SP 010 879

Available from—Division of Planning Methods and Technology, Bureau of Health Planning and Resources Development, Health Resources Administration, Parklawn Bldg., Room 12-14, 5600 Fishers Lane, Rockville, Md. 20852 (No price quoted)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—\*Data Analysis, Data Bases, \*Data Collection, Health Facilities, Health Needs, \*Health Services, \*Medical Care Evaluation, \*Needs Assessment, Public Health Legislation, Scientific Manpower

Identifiers—Health Planning

The purpose of this handbook is to provide guidance to data management staff within health planning agencies concerning the assemblage, analysis, and application of data for the purposes of health planning and resources development. Detailed information concerning practical, step-by-step approaches to data acquisition, analysis, and use is included. Nine chapters cover the following topics: (1) the need for data in health planning—the problem, legislative requirements, health planning agency functions, the basis for data collection, and definition of information types; (2) methodological issues related to data collection and analysis; (3) a study of the need for population, socioeconomic, and health status data; (4) the sources and uses of population and socioeconomic data; (5) the sources and uses of health status data; (6) the need for health resources data—hospital data, physician data, and institutional health manpower data; (7) the sources and uses of hospital data; (8) the sources and uses of physician data; (9) a study of the demand for health manpower in hospitals and nursing homes. (JD)

## ED 137 242 SP 010 879

Oreglia, Anthony *And Others*

**A Data Acquisition and Analysis Handbook for Health Planners. Volume II.**

Purdue Univ., Lafayette, Ind. Health Services Research and Training Program.

Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Bureau of Health Planning and Resources Development.

Report No—HRA-77-14507

Pub Date Oct 76

Contract—HRA-230-75-0061

Note—385p.; For related document, see SP 010 878

Available from—Division of Planning Methods and Technology, Bureau of Health Planning and Resources Development, Health Resources Administration, Parklawn Bldg., Room 12-14, 5600 Fishers Lane, Rockville, Maryland 20852 (No price quoted)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—\*Data Analysis, Data Bases, \*Data Collection, Family Health, \*Health Facilities, Health Needs, \*Health Services, Hospitals, Manpower Needs, \*Medical Services, Medical Treatment, Needs Assessment, Nursing Homes, \*Patients (Persons)

Identifiers—Health Planning

The purpose of this handbook is to provide guidance to data management staff within health planning agencies concerning the assemblage, analysis, and application of data for the purposes of health planning and resources development. Detailed information concerning practical, step-by-step approaches to data acquisition, analysis, and use is included. Six chapters cover the following topics: (1) the need for health services utilization data; (2) a study of the utilization of ambulatory care services—physician productivity

and availability, patterns of ambulatory care utilization, facility management, and outpatient facility and manpower needs; (3) a study of the utilization of hospital inpatient services; (4) a study of the utilization of nursing home facilities; (5) a study of ambulance services; (6) a family health survey—measures of health status, chronic health problems, disability, use of needed physician services, and barriers to access. (JD)

**ED 137 243** SP 010 880

**Toward Better High Schools: An Interdisciplinary Perspective.**

Illinois Univ., Chicago. Interdisciplinary Secondary Teacher Education Planning Committee.

Spons Agency—Chicago Community Trust, Ill. Pub Date 76

Note—231p.; Pages 213-231 may be marginally legible due to small type

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

**Descriptors**—Adolescents, \*College High School Cooperation, Cooperative Programs, \*Curriculum Design, Educational Coordination, Educational Programs, Education Majors, Experimental Curriculum, \*High Schools, Instructional Innovation, \*Integrated Curriculum, \*Interdisciplinary Approach, Organizational Theories, Student Alienation, \*Teacher Education, Teaching Skills

**Identifiers**—University of Illinois Chicago Circle

This document presents the negative effect on many adolescents of the typical secondary school program and outlines a proposed curriculum for education majors. The problem dealt with is the departmentalized structure of high schools, which results in fragmenting the student's life at school into a series of subject-matter-centered meetings. The curriculum is devised to prepare teachers for interdisciplinary teaching, thus enabling them to spend more time with one unified group of students. Broad training and certification would make teachers qualified to teach in one major area, plus one or more minor areas. The graduates from this teacher education curriculum would be expected to work in high school programs where greater attention would be paid to interdisciplinary coordination and to stimulating cooperative activities among students and teachers. Presumably, such cooperative activities would serve to diminish student isolation and assist in realigning subject area responsibilities among high school faculty. The ultimate goal of the program is to improve the school experience of the high school students by improving the quality of contact with teachers and other students. The curriculum is outlined, using the subjects of art design, history, physical education, English, and education courses as examples of how different disciplines may be coordinated. Proposed high school programs for the student teacher are described. (JD)

**ED 137 244** SP 010 881

**Slawski, Carl**  
**Dilemmas in Evaluating the Learning Relationship.**

Pub Date 23 Apr 76

Note—14p.; Paper presented at the Annual Meeting, Midwest Sociological Society (St. Louis, Missouri, April 23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—College Students, Data Analysis, Educational Environment, \*Evaluation Criteria, Evaluation Methods, \*Learning Modalities, Learning Processes, \*Student Evaluation of Teacher Performance, Student Teacher Relationship, \*Teacher Evaluation, \*Teaching Styles

This paper: (1) examines the problems of teacher evaluation by college students; (2) underlines the difficulties of indiscriminate acceptance of raw data without considering the factors of teaching style, learning modalities, and educational goals; and (3) urges that evaluative instruments be used primarily for diagnostic purposes, for the improvement of learning, of teaching, and of the learner-teacher relationship. Three problem areas in particular are discussed: (1) the dilemma of teaching style, involving questions of teacher vs. student motivated learning; (2) the dilemma of recommendations to individual teachers, stressing the need for constructive evaluation, conditional upon the instructor's views of what is appropriate, practical, and desirable to him in respect to his instructional goals, and (3) the dilemma of designing valid evaluation instruments, instruments that take into

account factors such as teaching modes, teacher expectations, learner performance, student workload both in and outside the class, and instrument internal consistency. Discussion of five factor analysis clusters determined by Hildebrand as characteristic of best/worst teachers illustrates further difficulties in evaluation procedures; the author offers remedial suggestions. (MB)

**ED 137 245** SP 010 882

**Gibbs, Gloria S.**

**A Societal Factors Issue: The Role of the Future**

**In Educational Practice.**

Pub Date 77

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Change Agents, \*Change Strategies, \*Curriculum Development, \*Educational Planning, Educational Trends, \*Futures (of Society), \*Literature Reviews, Social Planning, Teacher Education, Teaching Styles, \*Trend Analysis

This study is a survey and analysis of literature related to the current future movement and its implications for educational practice. The results of this study indicate that even though futurists are varied in their ideas and approaches, there is general agreement among those surveyed on the following: (1) there is a noticeable stance among educators of past and present orientation; (2) changes are forcing more educators to look to the future; (3) the educational system lags behind other institutions in responding to change; (4) the study of the future should be the concern of all learners; and (5) there is a need for recognizing the importance of fusing a futuristic orientation to all aspects of the curriculum—elementary, secondary, and collegiate. Besides the proliferation of books, articles, and media devoted to futurism, there is evidence that college courses have grown with extreme rapidity in emphasizing futurism. There is evidence that futurism has value for preservice and inservice preparation. (Author)

**ED 137 246** SP 010 883

**Mangieri, John N. Readence, John E.**

**An Experiential Model for Graduate Teacher Education in Reading.**

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Diagnostic Teaching, Elementary Secondary Education, \*Field Experience Programs, \*Graduate Study, Observation, \*Program Descriptions, \*Reading Instruction, Reading Programs, \*Sequential Programs, \*Teacher Education, Teaching Models, Team Teaching, Tutoring

**Identifiers**—Ohio University, Teacher Corps

The authors present a brief description of an experiential, sequenced graduate program in reading instruction which answers traditional criticisms of field-based graduate study. Such criticisms include the belief that graduate teacher education is not in the domain of field-based instruction, that adequate supervision is difficult to provide, that goals are vague and poorly defined, and that activity sequences are poorly planned. The Ohio University Teacher Corps Project in Reading, constructed to avoid these shortcomings, consists of six experiential phases, which may be viewed as comparable to the quarters of a school year, or as sequential components not bound by time constraints but by the student's competencies. Phase One consists of observation, tutoring, and team teaching, designed to acquaint the graduate student with the experiences and processes necessary for effective instruction. In Phases Two and Three, the student functions as an instructional team member, first at the elementary level and then at the secondary level. As the student proceeds through these phases, he becomes less of an observer and more of a contributing member of the team. Phases Four and Five are devoted to developing diagnostic-prescriptive skills, again as a team member in elementary and secondary level situations. Phase Six provides the student with the opportunity to demonstrate the integration of all his previous skill attainment by assuming the role of instructional leader in reading. The variety of experiences provided in this program give the student the necessary expertise in reading necessary to effectively deal with students at all grade and achievement levels. (MB)

**ED 137 247** SP 010 884

**Johannesson, Ingvar Eden, Lena**

**Measurement of Stability and Change in Sociometric Choice Status. Pedagogical Bulletin. 3.**

Lund Univ. (Sweden). Dept. of Education.

Pub Date 76

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Childhood Friendship, Elementary Education, \*Elementary School Students, Foreign Countries, Group Relations, \*Group Status, Interpersonal Relationship, \*Longitudinal Studies, Peer Relationship, Personality Studies, \*Social Development, \*Sociometric Techniques, Status, Trend Analysis

**Identifiers**—Sweden

Three measurements for describing different aspects of sociometric status in a longitudinal study are presented. The measurements were developed over the course of an investigation into stability and change in social positions within a school class. The subjects were Swedish schoolchildren aged 10-13 years. Information about the pupils' sociometric status was obtained from their choices in six preference situations: choice of working partner and playmate (grade 3); choice of classmate (grade 4); choice of working partner and playmate (grade 5); and choice of classmate (grade 6). The positions of the children in the social hierarchy were determined by three measurements: (1) the "mean" indicating the individual child's position in the existing hierarchy; (2) "developmental trends" determining stability in the individual's status development; and (3) "variation" indicating the degree of uniformity and variation in the individual pupil's development trend. These three measurements were found to be most useful for describing the sociometric status of an individual schoolchild. (MM)

**ED 137 248** SP 010 885

**Walker, John E. Almon, Martha**

**An Investigation of Teacher Attitudes Towards Community Education Concepts.**

Pub Date [77]

Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Community Education, \*Questionnaires, \*Teacher Attitudes

Information concerning teachers' attitudes toward community education was gathered from a group of teachers who had completed community education courses and was compared to information gathered from a group of teachers who had never taken such courses. The two groups were divided into three age classifications, three teaching experience levels, and according to whether or not a community education program existed at their school. A questionnaire of 26 statements soliciting a response indicating level of agreement or disagreement with the statement was administered to all members of both groups. Analysis of the data revealed that: (1) teachers who have had community education courses support the community education concept more favorably than teachers who have not; (2) as a group, younger teachers are less favorable than teachers over 36 years of age; (3) teachers with four to ten years of teaching experience were less favorable than those with more than ten years; and (4) teachers whose schools had no community education programs were less favorable than those whose schools had such programs. The questionnaire used in the investigation is appended. (MM)

**ED 137 249** SP 010 886

**Shiman, David A., Ed. And Others**

**Teachers on Individualization: The Way We Do It. Institute for Development of Educational Activities, Dayton, Ohio.**

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date 74

Note—212p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$7.95)

**Document Not Available from EDRS.**

**Descriptors**—Classroom Design, \*Classroom Techniques, Elementary Education, \*Individualized Instruction, Individualized Programs, \*Open Education, Open Plan Schools, Self Directed Groups, Student Centered Curriculum, \*Student Role, Teacher Developed



Materials, \*Teacher Role, \*Teaching Techniques, Ungraded Classes

This volume reports experiences in individualizing and opening classroom instruction of elementary teachers in the League of Cooperating Schools (18 Southern California School districts). Written for teachers by teachers, it offers specific details and advice to aid both the new and the experienced teacher with the organizational and technical skills needed for individualized instruction. Each contributor explains (1) program initiation, (2) program maintenance and learning monitoring, and (3) evaluation. Discussions cover such topics as coping with time and space usage, decisionmaking procedures, changing student and teacher roles, and curriculum guidelines. Examples of room arrangements, daily schedules, learning contracts, record cards, and evaluation forms enhance the text. A selected bibliography on individualizing instruction is appended. (MM)

**ED 137 250** SP 010 887  
Griffin, Willis H.

International Educational Cooperation and the World's Future (A Transitional Model of Educational Relations Across National/Cultural Boundaries, Within the Context of Preferred World Futures, and As a Basis for Educational Planning).

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Educational Planning, \*Futures (of Society), \*Interinstitutional Cooperation, \*International Education, \*International Educational Exchange, \*International Organizations, \*International Relations, \*Models

This paper suggests a model to integrate three essential thrusts in international education: (1) central concern with the future global society; (2) institutional cooperation across national/cultural boundaries; and (3) integrated planning on campuses, in individual schools, state or provincial systems, or national educational leadership agencies. It is suggested that the future global social system be the central core from which to evolve a definition and conceptualization of the field of international education and cooperation in education. The model assumes conceptions of preferred global futures as a necessary first element in avoiding vacuous and overly general educational purposes. Implementation of the model may result from initiative in any one of several places—individual national agencies, universities or colleges, school systems, international agencies such as UNESCO, the United Nations University, the Southeast Asia Ministers of Education Organization, foundations, and national or international funding agencies. (MM)

**ED 137 251** SP 010 888  
Ruch, Charles P.

Issues in Designing Preparation Programs or "When Is a Program a Program?"

Pub Date [75]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Critical Thinking, Design Needs, Educational Environment, \*Educational Theories, Instructional Design, \*Organizational Development, Organizational Theories, Project Training Methods, \*Systems Approach, \*Teacher Education, \*Training Techniques

The purpose of this article is to examine issues related to the design of training programs for educational personnel. An educational training program consists of sets of planned experiences offered in a prescribed sequence and manner but involves other factors as well, since a training program is an environment going beyond the explicit content communicated to include overt and attitude change. The author examines implicit factors involved in creating a "powerful environment," including change as a stated objective, provisions for both professional and personal development, the valuation of such changes and their congruence. Design issues examined include problems of integrating the horizontal and vertical organizational components as separate entities and as parts of a structural whole; instructional settings and locales; and strategies for developing an integrated structure. Process issues are the other major components of developing the energy and potency needed to make a program a "powerful environment." The author examines recruitment, selection and admission processes, advisory and staffing processes, training processes (grouping, teaming, and contracting), and super-

vision modes in an effort to explicate means of intensifying these processes in order to increase the potency of the training program. Implicit processes (choosing of deductive or inductive inquiry methods, activity selection, sequencing and pacing) are the last factors examined by the author. In summary, a program becomes a program when structural and process dimensions are so designed and managed as to provide a "total learning experience" for the trainee. (MB)

**ED 137 252** SP 010 889

Hassard, Jack And Others

Personal Freedom + Synergy = A Humanistic Teacher.

Pub Date Feb 77

Note—19p.; Paper presented at the Annual Meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Experiments, \*Educational Innovation, \*Humanistic Education, \*Interpersonal Competence, Mathematics, Personal Growth, \*Program Descriptions, Science Courses, Self Directed Classrooms, Social Studies, \*Teacher Education, Teaching Methods, \*Undergraduate Study

Identifiers—Autonomy, Cooperation, \*Synergy

The authors describe a one-quarter, undergraduate teacher education experience that involved a high level of personal freedom and synergy in an attempt to develop humanistic teachers. Twenty-three juniors and seniors were involved in the program, which took the form of an unstructured block of courses in mathematics, science, and social studies. Three instructors were in charge of the block and taught both individually and in teams. Eleven goals were outlined for the course, the first two of which had to be student-initiated. The balance were devoted to viewing math, science, and social studies as human endeavors for which appropriate psychological, philosophical, and practical bases had to be developed. The result hoped for was that each student (and the three teachers) would develop skills that would make the curriculum and/or classroom evolve in a synergistic rather than competitive fashion. Personal freedom was retained to the maximum level to allow students to pursue the stated goals of the course and also to develop their own journals to reflect their readings in the field, personal reactions to the course, evaluations of self, teachers, and program, and miscellany at the students' discretion. Both student and professorial reaction to the program was highly positive, with an emerging consensus that students and teachers were more capable of honest, open relationships and the pursuit of educational goals in a setting of interpersonal cooperation and personal freedom. (MB)

**ED 137 253** SP 010 890

Hayden, Robert R. Hofmann, Richard J.

Teacher Competencies—Now and Then. What Is the Relationship?

Pub Date May 76

Note—26p.; Paper presented at the Annual Meeting, New England Educational Research Organization (Provincetown, Massachusetts, May 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Comparative Analysis, Educational History, \*Educational Research, Educational Theories, \*Performance Based Teacher Education, \*Teaching Skills, \*Typology

Identifiers—\*Commonwealth Teacher Training Study, Florida Teacher Competency List

The purpose of this study was to explore relationships existing between present-day teacher competencies and those resulting from a study conducted in the 1920's called the Commonwealth Teacher-Training Study and to determine if empirical sortings will cluster "competencies" into categories that support those developed logically through prior investigation. The population for this study consisted of two pools of teacher competencies: The present-day "Florida Teacher Competency List" and the Commonwealth Study. Samples of fifty items were drawn from the two lists and matched for content. The sets were judged to determine equivalency of items. Sets of fifty items alternating between Florida and Commonwealth were given to forty volunteer teachers to be sorted into groups that they saw as describing the same aspects of teaching. Data from the sortings were interpreted and ten categories determined from the Commonwealth material

and eleven from the Florida list. The categories seemed to follow quite clearly from the content of the statements defining the categories. Results of the analyses and the categorization of items from two different populations seem to indicate that a high degree of relationship exists between these two sets of items. The second question is not as well supported because only four of the latent categories matched similar logical categories. The results tend to support a connection between past theory and practice in teacher education and the present movement in competency based teacher education. While the results do not support the established logical categories of competencies, the methodology employed seems to be a suitable tool for investigating the structure of these sets of competencies. (Author/MB)

**ED 137 254** 95 SP 010 891

Language Arts Component Module Descriptions as of April 1, 1974.

Houston Independent School District, Tex.; Houston Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 1 Apr 74

Note—59p.; For related document, see SP 010 892; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Composition (Literary), \*Elementary Education, Grammar, Handwriting Instruction, \*Language Arts, \*Learning Modules, Listening, \*Masters Degrees, \*Performance Based Teacher Education, Speaking, Spelling Instruction, Story Telling, \*Teacher Education

This document is a collection of component module descriptions of competencies needed for the instruction of language arts developed during the Sixth or Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas. The program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education, leading to a Master of Education degree and provisional certification. The program focuses on elementary school education, urban education, and the education of Black and Chicano children. The document presents seven component module descriptions: (1) Teaching Handwriting, (2) Teaching Pupils How to Spell, (3) Teaching Speaking and Listening Skills, (4) Teaching Grammar and Composition, (5) Telling Stories to Pupils, (6) Listening, and (7) Handwriting. Format for the presentation of each competency includes: Reference System Designation, Program Description, Component Name, Module Cluster Name, Developer, Date and State of Development, Developer Comments, User Comments, Modules Within Cluster, Module Cluster Rationale, Module Cluster Objectives, Module Cluster Prerequisites, Pre-Assessment Procedures, Learning Alternatives, Post-Assessment Procedures, and Remediation. (MB)

**ED 137 255** 95 SP 010 892

Generic Competencies Component Module Descriptions as of April 1, 1974.

Houston Independent School District, Tex.; Houston Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 1 Apr 74

Note—53p.; For related document, see SP 010 891; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Differentiated Staffs, \*Elementary Education, Individualized Instruction, Learning Laboratories, \*Learning Modules, \*Masters Degrees, Open Plan Schools, Parent Teacher Conferences, \*Performance Based Teacher Education, Recordkeeping, Teacher Developed Materials, \*Teacher Education, Teaching Methods, Team Teaching

This document is a collection of component module descriptions forming generic teaching competencies developed during the Sixth or Eighth Cycle Teacher Corps Program of the University of Houston and Houston Independent School District, Houston, Texas. The program is a two-year graduate internship for persons holding baccalaureate degrees in fields other than education, leading to a Master of Education degree and provisional certification. The program focuses on elementary school education, urban education, and the education of Black and Chicano children. The document presents eleven generic competencies: (1) Teacher-Made

Teaching Aids; (2) Student-Centric Teaching Methods; (3) Teacher-Centric Teaching Methods; (4) Individualized Instruction; (5) Learning Centers; (6) Team Teaching; (7) Differentiated Staffing; (8) Open Concept Classroom Organization; (9) Parent-Teacher Conferences; (10) Teacher Recordkeeping Responsibilities; and (11) Models of Teaching. Format for the presentation of each competency includes: Reference System Designation, Program Description, Component Name, Module Cluster Name, Developer, Date and State of Development, Developer Comments, User Comments, Modules Within Cluster, Module Cluster Rationale, Module Cluster Objectives, Module Cluster Prerequisites, Pre-Assessment Procedures, Learning Alternatives, Post-Assessment Procedures, and Remediation. (MB)

**ED 137 256** 95 SP 010 893

Edelfelt, Roy A. And Others

**Teacher-Designed Reform in Inservice Education. Final Report.**

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0683

Pub Date Jan 77

Grant—OEG-0-71-3454(508)

Note—77p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Administrative Organization, Cooperating Teachers, \*Developmental Programs, \*Educational Change, Educational Objectives, Elementary Secondary Education, Family Involvement, \*Inservice Programs, Needs Assessment, Teacher Administrator Relationship, Teacher Associations, \*Teacher Education, \*Teacher Role

This is the final report of the project on Teacher-Designed Reform in Teacher Education. The focus of the project was primarily on inservice education to improve instruction. The rationale was that teachers should determine the content and design of inservice education at the school building level on the basis of the kind of staff they want and need to become, that goals for the development of the staff should be determined by the kind of staff needed to conduct the school program, and that the school programs should be decided by the needs and interests of students and parents. The project as initiated in three schools—an elementary school, a junior high school, and a senior high school—is described and analyzed. Some results indicate: (1) Teachers focused more on students; (2) Teacher-administrator working relationships were challenged; (3) New roles for professional associations were explored; (4) New ways of studying children and new avenues of communication between students and teachers were created; (5) The importance of the site for the project was determined; (6) Some latent and subliminal hostility, conflict, and jealousy among professional personnel was uncovered; (7) Allotment of time given to duties other than teaching became a serious consideration; (8) New methods of changing school policy were discovered; (9) An overview of the project itself revealed the need for some changes in approach and implementation. (JD)

**ED 137 257** SP 010 894

Roos, Marie C.

**On-Site: Clinical Experience in Pre-Service Teacher Education.**

Pub Date Nov 76

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Chicago, Illinois, November 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Clinical Experience, Cooperating Teachers, \*Cooperative Programs, \*Effective Teaching, Observational Learning, Peer Evaluation, Peer Groups, Performance Based Teacher Education, \*Preservice Education, \*Student Teachers, Teacher Behavior, \*Teacher Centers, Teacher Education, Team Teaching

Identifiers—Oklahoma State University

This paper presents a "state-of-the-art" in teacher education in the United States. The clinical study of teaching and the rationale for Oklahoma State University's preservice language arts clinical experiences are discussed. A systematically organized structure for the utilization of clinical experiences, the "Teaching Clinic," is

described and a documentary of its contribution to improved teaching is presented. (Author)

**ED 137 258** 95 SP 010 895

**A Portrait of the American Teacher. Options in Education. Program No. 62.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 24 Jan 77

Note—22p.; For related documents, see SP 010 895-897

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Educational Radio, Effective Teaching, \*Programing (Broadcast), \*Radio, Rape, Sex Discrimination, Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, \*Teacher Motivation, \*Teachers

This document is the transcript of a weekly radio "magazine" program devoted to coverage of news, features, policy, and people in the field of education. Discussion topics include: (1) reasons for becoming a teacher; (2) characteristics of a good teacher; (3) a listener's letter on a bad teacher; (4) remembrances of best and worst teachers; (5) a letter about a sixth-grade teacher; (6) a minister talks about his favorite teacher; (7) sexism in teaching discussed by women teachers from Buffalo, New York; (8) a teacher who had been raped; (9) two retired teachers remember good times; and (10) the everyday woes of teachers. (MM)

**ED 137 259** 95 SP 010 896

**Portrait of the American Teacher. Part 2. Options in Education. Program No. 63.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Jan 77

Note—27p.; For related documents, see SP 010 895-897

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Effective Teaching, Elementary School Teachers, Grade 1, Grading, Lunch Programs, \*Programing (Broadcast), \*Radio, Student Teacher Relationship, \*Teacher Characteristics, Teacher Retirement, \*Teachers This is a transcript of a weekly radio "magazine" program devoted to coverage of the field of education. The theme is the American teacher. Discussion includes: (1) a typical day in a first-grade class; (2) a high school English class; (3) student grading; (4) music class; (5) the school lunch program; (6) a retired teacher talks of her future; (7) discussion of a poem about teachers; and (8) the characteristics of a good teacher. (MM)

**ED 137 260** 95 SP 010 897

**Portrait of the American Teacher. Part 3. Options in Education. Program No. 64.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 7 Feb 77

Note—23p.; For related documents, see SP 010 895-897

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Effective Teaching, \*Programing (Broadcast), \*Radio, Student Evaluation of Teacher Performance, Student Teacher Relationship, \*Teacher Characteristics, Teachers Identifiers—Holt (John)

This is a transcript of a weekly radio "magazine" program devoted to coverage of the field of education. The theme is the American teacher. Discussion includes: (1) students' opinions of what makes a good teacher; (2) John Holt, critic of American education; (3) student tricks and pranks; (4) a favorite teacher; (5) listener letters. (MM)

**ED 137 261** 95 SP 010 899

Roper, Susan Slaver Nolan, Robert R.

**Down From the Ivory Tower: A Model of Collaborative In-Service Education. Occasional Paper No. 16.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 77

Contract—OEG-60075-02009

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College School Cooperation, \*Inservice Programs, \*Inservice Teacher Education, \*Models, \*Open Plan Schools, Program Content, Program Descriptions, Program Development, \*Teacher Educators, Teacher Role

This paper describes a model of a collaborative inservice education program based on the work of a Teacher Corps Project sponsored jointly by the School of Education at Stanford University and a neighboring junior high school in the San Jose Unified School District. In this model, the power to determine the content of the inservice program resides with the teachers and, because literature reviews have shown that teachers themselves are better inservice educators than administrators and professors, the teachers are also the inservice educators. A case study is used to describe the model and provides a picture of how collaboration between universities and schools can and did take place. Implementation of the model involves: (1) briefing the relevant community on the inservice topic, outlining its dimensions, and correcting any misconceptions; (2) identification of needs by teachers, administrators, parents, students, and inservice educators; (3) summarizing and cataloguing pertinent literature; (4) obtaining additional information from practitioners in the field; (5) selecting and developing appropriate policies; (6) adopting policies; (7) evaluating policies; (8) disseminating information and writing articles for publication. (MM)

**ED 137 262** SP 010 900

Zak, Itai

**The Teacher and the Teaching Profession - An Ecological Adaptation.**

Pub Date Apr 77

Note—24p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Career Awareness, \*Career Choice, Foreign Countries, Participant Characteristics, \*Personality Studies, Preservice Education, Teacher Education, \*Teacher Recruitment, \*Teachers

Identifiers—\*Israel, \*Self Selection

This study aimed at assessing the relationships between the structures of the teaching occupation and teacher training institutions and the personality characteristics of teachers in Israel. The hypothesis considered was that recruitment by self-selection would promote an image of conservatism by bringing into teaching people with matched personality traits. Testing was done with samples of student teachers compared with a normative general group, rather than with inservice teachers, since the hypothesis is based on occupational image and the self-selection process. The student teacher samples ( $n=1882$ ) were compared with a general population on the 16PF. Profile and discriminant analyses revealed that student teachers share common traits, such as submissiveness, conformism, adaptability, sensitivity, and conservatism, and differ in these traits from the normative group. These results seem to suggest a type of natural selection following some occupational image rather than of any preconceived or predicted kind. It seems reasonable to conclude that the absence of a programmatic recruitment system with preconceived selection procedures does not assure the selection of a diverse group of people. Rather the lack of selection procedures (or selection based on a single attribute such as intelligence or scholastic ability) creates a process of self-selection based on one's (or society's) image of the chosen occupation. (MB)

**ED 137 263** SP 010 901

Davis, E. Dale

**Motivating Secondary School Students.**

Pub Date Mar 77

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, \*Educational Strategies, \*Helping Relationship, Instructional Materials, Lesson Plans, \*Motivation Techniques, Performance Factors, Persua-

sive Discourse, Secondary Education, Self Evaluation, \*Student Motivation, Student Teacher Relationship, Success Factors, Teacher Characteristics, \*Teaching Methods

The purpose of this study was to determine methods that secondary school teachers could use to become more effective in the area of student motivation. A brief summary of previous research and writing of educators is presented, followed by a listing of characteristics exhibited by teachers who are superior in encouraging motivation and learning in all types of students. Using this set of positive values as a standard, 84 secondary school teachers who had taught at least four years and been recommended by either their principal, superintendent, or a supervisor were interviewed. Teachers were asked to state the most promising approaches or methods they would employ in motivating their students. The survey of literature on motivating students and the results of interviews and responses to the questionnaire used in this study indicate that: (1) Literature on the topic definitely indicates the secondary school teacher has responsibilities in the area of student motivation; (2) The secondary school teachers who participated in this study all indicated that the motivation of students should be an area of concern for teachers. In conclusion, capable and experienced teachers have many similar traits, characteristics, and approaches to motivating their pupils. (JD)

**ED 137 264** SP 010 902  
Association for Research of Education Annual Report, 1975.

Netherlands Foundation for Educational Research, The Hague.

Pub Date 76

Note—212p.; In Dutch, with English summary

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Educational Development, \*Educational Finance, \*Educational Research, \*Financial Support, \*Foreign Countries, \*Foundation Programs, Private Financial Support

Identifiers—Europe, \*Netherlands

This document is the final report for 1975 of the Stichting voor onderzoek van het onderwijs, a Dutch educational foundation. It reports: (1) general affairs; (2) research and development activities including funding, project management, institutionalizing research activities, programming, innovations, experiments in "participation-education," documentation and information dissemination, international affairs, and the Council of Europe; (3) financial administration; (4) review of projects subsidized in 1975; (5) project analysis; (6) reports on current projects; (7) survey of final reports submitted in 1975; (8) the foundation's organization; and (9) a summary of publications and a survey of products obtained from the foundation's research and development activities. (MM)

**ED 137 265** SP 010 903  
Pfauf, Richard H.

A Comparison of Nepalese and U.S. Classroom Behaviors.

Pub Date Feb 77

Note—36p.; Paper presented at 21st Annual Meeting, Comparative and International Education Society (New Orleans, Louisiana, February 16-19, 1977).

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Behavior Patterns, \*Classroom Research, \*Comparative Education, \*Cross Cultural Studies, Cultural Differences, Educational Methods, Foreign Culture, \*Interaction Process Analysis, Student Behavior, Student Teacher Relationship, Teacher Behavior, \*Teaching Styles

Identifiers—\*Nepal

This paper contains the major comparative findings of an investigation undertaken to survey and precisely describe a number of classroom behaviors occurring within the Kingdom of Nepal and to determine how those behaviors differed from comparable U.S. classroom behaviors. Comparisons were made using the Beeby taxonomy of educational stages and Flanders interaction analysis categories. Some of the findings indicated that: (1) Nepalese students did not express their own ideas and opinions very frequently, and teachers made little use of student ideas. Nepalese teaching observed conformed to what many educators would consider to be traditional, teacher-dominated classes, interspersed with

periods of recitation. (2) Nepalese teachers were found to focus more directly upon the presentation of content matter than did U.S. teachers. (3) U.S. teachers tended to ask longer questions, spent greater percentages of time giving directions, and generally exhibited more extended "indirect" as well as "direct" teacher influence than did corresponding Nepalese teachers. (4) The extent of "drill" was found to be similar in most comparable Nepalese and U.S. classes, as was the percentage of time students talked in response to teacher and the ratio of student and teacher talk. The study did not determine whether similarities and differences are unique to Nepal and the U.S. or whether they are more generally descriptive of behavioral similarities and differences between industrialized and "underdeveloped" countries, between western and Asian cultures, or between other permutations of social systems around the world. (JD)

**ED 137 266** SP 010 904  
Corro, Lyn

Implications of Research on Causal Attributions for Curriculum Development.

Pub Date Apr 77

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977).

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Achievement, \*Attribution Theory, \*Behavioral Objectives, Classroom Environment, Curriculum Development, Failure Factors, \*Learning Motivation, Performance Factors, \*Psychological Patterns, \*Self Concept, Self Evaluation, Student Attitudes

This paper describes recent research on causal attribution (ways people construe the events in their lives) and how knowledge of this psychological phenomena can be used to aid students in developing attributional processes that will enhance motivational factors and have positive effects on academic achievement. Four specific suggestions are made with this goal in mind for development of a curriculum: (1) Instructional activities should be constructed to emphasize the role of effort in successful performance; (2) Students should be helped to make accurate attributions by attending to potential areas of "misattribution"; (3) Instructional environments should minimize the threat of failure; (4) Students should be informed of their progress in instruction as it relates to their past performance and the performance of their peers. (JD)

**ED 137 267** SP 010 905  
Miller, William C.

A Political View—Factors that Impinge on K-12 Curriculum Development and Inservice Education at the School District and Building Level.

Pub Date Feb 77

Note—23p.; Paper presented at the Annual Meeting, Association of Teacher Educators (57th, Atlanta, Georgia, February 2-5, 1977).

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Change Agents, \*Change Strategies, Curriculum Development, Educational Change, \*Elementary Secondary Education, \*Inservice Teacher Education, \*Instructional Improvement, \*Political Influences, Power Structure, Professional Continuing Education, School Community Relationship, \*School Districts, Teacher Administrator Relationship

This document examines the factors that hinder effective change in curriculum development and inservice education at the school district and building level and suggests strategies for promoting a climate conducive to such change. The school district/building is described as a political environment, influenced by relationships between teachers, administrators, students, parents, and other special interest groups. These influences are arranged into four clusters (internal-formal and informal, external-formal and informal), and examples of each are given and briefly discussed. Prospects for educational change are viewed as possible if those involved realize the political nature of the institutions in which they function and make a continuous effort to deal openly and trustfully with others. Specific examples of approaches which have worked in promoting change are cited, grouped into the four clusters previously described. The paper closes with a statement of need for both preservice and inservice educators to become familiar with the school as a political institution in order to produce effective change. (MB)

**ED 137 268** 95 SP 010 906

Lewis, Lanora G. And Others

Talent and Tomorrow's Teachers: The Honors Approach. New Dimensions in Higher Education: Number 11.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-50036

Pub Date 63

Note—90p.; A statement based upon the verbatim transcript of proceedings of an April 1962 conference of the Inter-University Committee on the Superior Student

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Conference Reports, Curriculum Problems, Educational Alternatives, Educational Problems, Financial Problems, High Achievers, \*Honors Classes, Honors Curriculum, \*Professional Education, \*Program Development, Speeches, \*Superior Students, \*Teacher Education

This publication presents an analytical summary of theories and problems of the honors approach in relation to programs for superior students who plan to enter the teaching profession. It describes some of the problems encountered with the establishment, operation, and evaluation of such programs, and suggests what their impact may be upon the quality emphasis in individual schools and in education as a whole. The proceedings transcripts upon which it is based are the verbatim account of the "Honors and the Preparation of Teachers" conference, April 8-10, 1962, held at the University of Wisconsin. Areas discussed include: the significance of honors programs for teacher education, their place in preparing elementary and secondary education majors, discussions of content, method, cooperation, selection procedures, guidance of participants, and program evaluation. The impact of honors programs on education in the schools is examined from the viewpoints of teacher recruitment and retention and program costs. Appendixes include the verbatim transcripts of five conference sessions and a list of participants. (MB)

**ED 137 269** SP 010 907

Hoener, Ronald L. Chissom, Brad S.

Equating Performance of Students Enrolled in On-Campus and Off-Campus Sections of an Educational Research Course.

Pub Date Apr 77

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, (New York, New York, April 4-8, 1977).

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Extension Education, \*Graduate Study, Higher Education, \*Instructional Programs, \*Multimedia Instruction, \*Off Campus Facilities, Performance, \*Program Improvement, Student Evaluation

A multi-media instructional program in educational research was designed to add structure and uniformity for the presentation of course content both on- and off-campus. It was hypothesized that the program would encourage equivalent performances from the on- and off-campus students and alleviate such problems as: (1) lack of uniformity in the presentation of course content on- and off-campus; (2) four-hour class sessions; (3) lack of supporting media materials; and (4) inability of students to grasp the more abstract aspects of the course content. After one year of the program's implementation, evaluation of student performance indicated little or no difference between the on- and off-campus sections. (MM)

**ED 137 270** 95 SP 010 908

Morra, Frank, Jr.

Autobiography as an Enhancement of the Relationship Between Student and Cooperating Teacher.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—16p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977).

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Affective Behavior, \*Autobiographies, Behavior Development, \*Cooperating Teachers, Human Development, Interpersonal Competence, \*Interpersonal Relationship, Preservice Education, \*Sensitivity Training, \*Student Teachers, Teacher Education

The student teaching experience often creates affective friction between the student and his su-



pervisor which may have debilitating effects on the student's self-image and ultimate performance in the teaching role. This study reports on the formal evaluation of a technique (developed at Clark University) of sharing personal biography which aimed at building self-image, developing bonds of solidarity, and improving in-class performance. Matched treatment and comparison groups of 10 pairs each of students and teachers were administered FIRO-B and COPE, pre and post. Student in-class performance was also rated by disinterested observers at the same times. The results support the effectiveness of the treatment in meeting its goals. (Author)

**ED 137 271** SP 010 909  
Copeland, Willis D.

**The Nature of the Relationship Between Cooperating Teacher Behavior and Student Teacher Classroom Performance.**

Pub Date 77

Note—12p.; Paper presented at the annual meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Classroom Environment, Classroom Research, \*Cooperating Teachers, \*Skill Development, \*Student Teachers, Teacher Behavior, \*Teacher Education, \*Teaching Styles, Transfer of Training

This report presents data obtained from an experiment in student teaching behaviors designed to suggest an explanation for the previously detected relationship between cooperating teacher behavior and student teacher utilization of skills acquired during microteaching training. In order to determine if one or the other explains more effectively the actual use of the learned target skill, two hypotheses were tested: (1) cooperating teachers utilization of the target skill would serve as a model of performance for the student teacher; and (2) the ecological system of the classroom acts as a supporter and promoter of the target skill. Thirty-two randomly selected first-year graduate students in an elementary education credentials program underwent microteaching training, one-half in situations where the cooperating teacher made high use of the target skill (asking probing questions) and one-half in situations where low use of the skill was made. After the microteaching phase, each group was divided in half and recombined to form two new groups with opposing experiences. The two new groups then underwent a one-week teaching experience, one in classroom settings accustomed to use of the target skill, the other in classrooms where the skill was little used. Observation and analysis revealed that, while members of both groups who had undergone microteaching in the target skill high usage classes initially made use of the skill, continuation of the usage was maximum in those classrooms where the students were accustomed to previous teacher utilization of the skill and could respond appropriately. Thus it would seem that the second hypothesis is a more effective explanation for target skill usage. (MB)

**ED 137 272** SP 010 910

Sharp, John M. Strasser, Gregg M.

**The Impact of "Learning for Mastery" Instruction on Classroom Cohesion.**

Pub Date Apr 77

Note—34p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Classroom Environment, Cohort Analysis, Grade 7, \*Group Dynamics, \*Interaction Process Analysis, \*Mastery Learning, Mental Health, Peer Evaluation, \*Peer Relationship, Performance Factors, Social Relations, Sociometric Techniques, Student Attitudes, Student Behavior, \*Teaching Techniques

Weak increases in classroom cohesion for three seventh-grade classes instructed by a mastery learning technique compared to three conventionally instructed classes are demonstrated using block analysis of variance, triadic census (balance theory), and block modelling (role theory) analytic techniques on repeated-measures sociometric rating data. Each technique is described and clear examples of its use given. Since increased cohesion may have positive effects on student mental health, it is argued that

researchers should routinely assess changes in classroom cohesion by these or other methods during classroom interventions. (Authors)

**ED 137 273** SP 010 911

Williams, Ralph W. And Others

**The Proposed Elementary Teacher Education Program, N-6.**

State Univ. of New York, Buffalo. Coll. at Buffalo.

Pub Date Jan 77

Note—319p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

Descriptors—College School Cooperation, Comprehensive Programs, \*Curriculum Development, \*Elementary School Teachers, Evaluation Criteria, \*Performance Based Teacher Education, Preservice Education, \*Program Descriptions, State Universities, \*Teacher Education, Teacher Education Curriculum, Teaching Skills

This document was prepared by the State University College at Buffalo in cooperation with the Buffalo Board of Education and Buffalo Teachers Federation in response to a New York State Board of Regents mandate requiring that certification programs in the area of education must be competency based and that the skills, knowledge, and attitudes (SKA's) for each program must be specified along with evaluation criteria for each SKA. The program was organized into three phases that require the preservice student to develop competencies in four major role areas, including those of a Humanist, Diagnoser, Prescriber, and Implementor. A total of 303 SKA's were developed specifying the competencies required in the program, including a suggested instructional activity and appropriate evaluation criteria for each. An evaluation model was also prepared for the total program. The document consists of three major sections. Section I, "Program Information," summarizes essential details concerning the proposed program. Section II, "The Program," includes the conceptualization statement of position, nature and sequence of the program, and requirements for entrance. Section III, "Involvement," describes the agencies that were involved in the development of the program and includes such details as the program governance structure, the roles and responsibilities of participating agencies, and the program development and implementation reservations. Six appendixes present materials for evaluation procedures, follow-up questionnaires, and SKA surveys. (MB)

**ED 137 274** SP 010 912

Shute, Robert E.

**Suggestions to Maximize Implementation of Inservice Programming for Health Related Instruction.**

Pub Date Apr 77

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Drug Education, \*Health Education, \*Inservice Programs, \*Inservice Teacher Education, \*Program Development, Teacher Improvement, \*Teaching Skills

A rationale, a model, and several suggestions are presented for increasing and maintaining the rate of classroom implementation of new teacher skills developed through inservice training programs. Because the health-related instructional areas have received insufficient attention in post-training studies, the suggestions are presented in the context of drug education. Suggestions include: (1) inform all of the involved groups—students, teachers, parents, school officials, community members—of the drug education curriculum and make them aware of each stage of program implementation; (2) gain cooperation and assistance for program implementation; (3) ensure commitment of the various groups involved; (4) train all groups to deal with drug-related questions; (5) maintain contact with all involved groups; (6) anticipate trouble areas; (7) be experimental, but not sloppy; (8) be realistic—expect things to go wrong; and (9) listen to others. These suggestions are considered to transcend the drug education context in which they were researched; further research is needed to substantiate claims of their effectiveness for other health-related areas of inservice instruction implementation. (MM)

**ED 137 275**

LaPoint, James D.

**A Model for a Physical Education and School Health Education Student Teaching Center.**

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College School Cooperation, College Supervisors, Cooperating Teachers, Education Majors, \*Health Education, \*Physical Education, Preservice Education, Program Effectiveness, Student Teachers, \*Student Teaching, \*Teacher Centers, \*Teacher Education, Teaching Experience

Identifiers—Minnesota (Twin Cities)

A model student teaching center in physical education was developed in Minneapolis-St. Paul by representatives of the local school district and the University of Minnesota. Twelve advantages resulting from the student teaching program at the center are identified: (1) the curriculum is enriched through the improvement of equipment and resources; (2) student teachers brought new ideas to the center's staff; (3) many student teachers had areas of expertise which improved the center's program of instruction; (4) a more flexible program was offered due to the additional staff; (5) intramural and interscholastic athletic programs functioned more effectively due to additional coaching from the student teachers; (6) interaction with the student teachers encouraged the staff to reexamine their own teaching methods; (7) student teachers enhanced the teaching staff's enthusiasm and spirit; (8) seminar speakers kept the staff up-to-date on current issues and ideas; (9) the involvement with three levels of education enabled the staff to view curriculum in terms of progression and total content; (10) the student teaching program kept the staff in closer contact with the teacher education program at the University; (11) the center's physical education and health education department gained respect and recognition; and (12) the student teachers brought to the staff skills and expertise in new areas. Benefits to the University include: (1) excellent supervision for the student teachers; (2) a progressive program for the student teachers to become acquainted with on a first-hand basis; (3) observational opportunities for sophomore and junior education majors; and (4) assistance for seminars and speakers for curriculum classes. (MM)

**ED 137 276** SP 010 916

Arnheim, Daniel D. And Others

**Principles and Methods of Adapted Physical Education and Recreation.**

Pub Date Apr 77

Note—528p.

Available from—C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141 (\$13.95)

**Document Not Available from EDRS.**

Descriptors—\*Adapted Physical Education, \*Elementary Secondary Education, \*Handicapped Children, Individualized Programs, Physical Recreation Programs, \*Teacher Education, \*Textbooks

This text is designed for the elementary and secondary school physical educator and the recreation specialist in adapted physical education and, more specifically, as a text for college courses in adapted and corrective physical education and therapeutic recreation. The text is divided into four major divisions: scope, key teaching and therapy skills, programming for specific problems, and organization and administration. Part I provides an understanding of the nature of the atypical individual, focusing attention on the way in which the handicapped are cared for, aspects of growth and development, and perceptual implications for both typical and atypical individuals. Part II provides an in-depth discussion of therapeutic exercise, tension reduction, low vitality and physical fitness, and adapted sports and games. Part III provides specific information about the most prevalent types of disabilities found in the elementary school, high school, and college age groups, and the implications of these disabilities for the physical education program. Part IV discusses organization and administration of a district or school program, illustrates means of organizing classes for instruction, and provides coverage of facilities and equipment used in the adapted physical education and therapeutic recreation program. Appendixes include directions for reciprocal (partner system), stall bar, pulley weight, and crutch and cane walking exercises. (MB)

## ED 137 277 SP 010 918

Harper, William A. And Others  
*The Philosophic Process in Physical Education.*  
 3rd Edition.

Pub Date 77

Note—336p.

Available from—Lea & Febiger, 600 Washington Square, Philadelphia, Pa. 19106 (\$12.50)

Document Not Available from EDRS.

Descriptors—\*Athletics, Beliefs, Cognitive Objectives, Cognitive Style, Existentialism, Goal Orientation, \*Humanities, Individual Development, Literature, Opinions, Perceptual Development, \*Personal Values, \*Philosophy, \*Physical Education

This book on the process of philosophic thought as it relates to physical education is divided into four parts. The first part, "Philosophy as Action," aims to help the student to develop and refine his ability to philosophize, to direct reasoned beliefs toward a goal, to see that reasoned beliefs derive from thinking, to avoid error and dangers in philosophizing, and to view clearly the essence of this process. In Part Two, "Philosophy as Heritage," origins, definitions, branches, positions, systems, and modes of thought are presented as the philosophic wisdom of the present and the past. Throughout, examples are taken from physical education. Part three, "Philosophy as Quest," and part four, "Philosophy as Discovery," present original essays speaking to different themes. They are brief examples of philosophizing in physical education. Each essay is followed by a short critique for the purpose of inviting further thought on the theme. Appendix A suggests different activities for practicing one's philosophizing skill, both for the individual student and for classes of students studying philosophy. Appendix B summarizes in chronological perspective some of the better known philosophers of the Western world. A glossary of technical terms found in philosophic literature is included. (JD)

## ED 137 278 SP 010 919

Law, Bill, Ed.

"The Impacts of External Constraints on the Institutional Research Function."

Pub Date Jun 76

Note—257p.; Proceedings of the Annual Meeting, Florida Statewide Conference on Institutional Research (9th, Orlando, Florida, June 16-18, 1976)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Computer Assisted Instruction, \*Conference Reports, Educational Accountability, Educational Legislation, \*Educational Research, Educational Testing, Equal Education, \*Higher Education, Information Systems, Instructional Improvement, Open Enrollment, Orientation Materials, Program Evaluation, Teacher Salaries

Identifiers—\*Florida

This document contains seventeen presentations delivered at the ninth annual meeting of the Florida Statewide Conference on Institutional Research. Part one contains: (1) "Your Legislative Session—1976"; (2) "Equal Access/Equal Opportunity: Institutions, Students, Politics, and Fairness"; (3) "The Impact of the Equal Education and Equal Opportunity Movement on Universities and Their Management Information Systems"; and (4) "A New Caveat: Let the Buyer Be Aware." Part Two, "Delivery Systems," includes the following papers: (1) "Open Learning: Effectiveness of a Computerized Instructional System"; (2) "Program Evaluation in a New University: Results of a Two Year Program"; (3) "A Comparative Study of the Florida Twelfth Grade Test and the College Level Examination Program"; (4) "A Longitudinal Study of the College Level Examination Program and Student Achievement in the State of Florida"; and (5) "Mid-Point Testing Program: Beauty or Beast?" Part Three, "Other Institutional Studies," presents five papers: (1) "The Effectiveness of an Incoming Student Orientation Program"; (2) "The Cost-Income Component of Program Evaluation"; (3) "Instructional Evaluation System"; (4) "Faculty Salary Increases and Evaluation of Selected Performance Variables"; and (5) "The Role of Institutional Research in Instructional Development: The Emergence of a New Model at the University of Florida." Part Four, "Potpourri," contains three papers: (1) "Distribution of First-Time-in-College Students Within the State University System of Florida";

(2) "Identification and Evaluation of Instruments in Institutional Research"; and (3) Regional Learning Needs Assessment: Practices, Pitfalls and Prospects". (MB)

## ED 137 279

SP 010 920

Hess, Cynthia L. Sacco, Margaret T.  
*Microteaching: A Recommended Bibliography.*

Pub Date 29 Dec 76

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Annotated Bibliographies, \*Audiovisual Instruction, Bibliographic Citations, Demonstrations (Educational), \*Educational Research, Instructional Materials, Learning Modules, \*Microteaching, \*Student Teachers, \*Teacher Education, Teaching Skills, \*Training Techniques, Video Tape Recordings

This bibliography of print and nonprint materials on microteaching is designed to be useful to anyone in the field of education who is interested in (1) finding out about microteaching and its researchers; (2) examining many microteaching formats; (3) noting results of experimental studies on the subject, or (4) setting up a microteaching laboratory. References include available books, articles, ERIC documents, papers, theses and nonprint media. Also included are addresses for materials in the bibliography and for additional protocol and related materials. (JD)

## ED 137 280

SP 010 921

Goor, Jeanette And Others

Statewide Developments in Performance-Based Education: A Survey of State Education Agencies 1976. Report No. 1 of the NCES Fast Response Survey System.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES 76-413

Pub Date 76

Contract—300-76-0009

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Basic Skills, \*Performance Based Education, \*Program Development, \*Research Needs, \*State Agencies, \*State Surveys, Surveys

This survey was designed to provide specific information about the number of states that are involved in adopting statewide performance based education (PBE) standards for "basic" or "life" skills, the scope of PBE activities, and the states' perceived needs for further research information to assist in planning and implementing programs. Highlights of the results include: (1) in August 1976, 29 states were planning or operating PBE programs for basic skills that reach approximately two-thirds of our nation's public elementary and secondary school students; (2) 24 states were also planning or operating PBE programs for the "life" skills needed for everyday tasks; (3) five states (enrolling about one-fourth of our nation's public school pupils) had PBE programs in operation; (4) development of PBE programs is related to the size of the public school enrollment in a state; (5) the PBE programs (planned or operational) cover a wide range of program aspects; (6) the two items most often included in PBE programs were multiple opportunities to pass a required test of competence and new or revised programs or courses; and (7) most states expressed a strong need for further research for all but a few of specified program items. (A sample survey is appended). (MM)

## ED 137 281

SP 010 922

Sunal, Cynthia Szymanski Heidelberg, Ruth Ann  
*The Impact of Teacher Education Centers and Other Field-Based Models on Student Attitudes.*

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Supervisors, \*Cooperating Teachers, \*Field Experience Programs, \*Principals, Rapport, Student Attitudes, Student Teacher Relationship, \*Student Teachers, Student Teaching, Teacher Centers, Teacher Education

Identifiers—Purdue Student Teacher Opinionnaire

The Purdue Student Teacher Opinionnaire was administered to 142 student teachers in an attempt to measure differences in attitude between student teachers in different preparation programs, in different student teaching situations, and in different program situation interactions. The following factors were examined to deter-

mine whether attitudes toward them differed significantly among the selected students: (1) rapport with cooperating teachers, (2) rapport with principal, (3) teaching as a profession, (4) rapport with university supervisor, and (5) professional preparation. The study found significantly more positive attitudes towards the five factors among early childhood and elementary students compared to special education students. No differences were found by placement situation. Significant correlations were found between Rapport with Cooperating Teacher and Rapport with University Supervisor. The study strongly suggests that the variables influencing the attitudes a student forms during his professional training and student teaching experiences are complex and require a search for adequate models of supervision and the types of situations that produce acceptance and enthusiasm in the student. (Author/MB)

## ED 137 282

SP 010 923

Preparation of Educational Personnel 1972-73 Through 1975-76 with Trends from 1966-67.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—10-76A

Pub Date Nov 76

Note—360p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.

Descriptors—Educational Research, \*State Universities, \*Statistical Data, \*Teacher Certification, \*Teacher Education

Identifiers—\*State University of New York

This report is a summary of the number of educational personnel prepared by institutions of the State University of New York and recommended to the New York State Education Department for educational certification. The period covered by this report is July 1, 1966, through June 30, 1976, with detailed descriptions of the latter four years. Tables 1 through 6 contain trend data covering eight- and ten-year periods. Table 1 arrays the total number of certifications by recommending institution, 1966-1967 through 1975-1976; in tables 2 and 3 these data are arrayed separately for provisional and permanent certifications. Table 4 arrays the total number of certifications by area of certification, 1966-67 through 1975-76; in tables 5 and 6 these data are arrayed separately for provisional and permanent certifications. Data for tables 2, 3, 5, and 6 are summarized to include 1968-69 (the earliest year in which data were collected in this format) through 1975-76. The balance of the report is in four sections covering the four most recent years in great detail: 1975-76, 1974-75, 1973-74, and 1972-73. Separate data are provided for provisional and permanent certifications, as well as data regarding sex of the recipients. Two appendixes are included: (1) Changes in Certification Areas, 1966-67 through 1975-76, and (2) Publications List, Central Staff Office of Institutional Research. (MB)

## ED 137 283

SP 010 924

Burdge, Rabel J. And Others

A Social Science Bibliography of Leisure and Recreation Research.

Pub Date Dec 75

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Bibliographic Citations, Economic Factors, \*Leisure Time, \*Lifetime Sports, Outdoor Education, \*Physical Recreation Programs, \*Recreational Activities, \*Recreationists, Social Attitudes, Social Recreation Programs, Social Science Research

This bibliography provides an accessible source to social science research in leisure, recreation, and sports. Topical areas covered include: (1) bibliographic sources on leisure and recreation; (2) philosophical issues in leisure; (3) theories of leisure and recreation; (4) methods in leisure and recreation research; (5) evaluation of leisure and recreation programs; (6) management and planning for leisure; (7) profiles of leisure and recreation behavior; (8) resource-based outdoor recreation; (9) leisure, recreation, and the environment; (10) the economics of recreation and leisure; (11) commercial and private recreation activities; (12) recreational travel; (13) urban recreation; (14) leisure and recreation places; (15) leisure values and attitudes; (16) social class, work, and leisure; (17) sports; and (18) demand analysis and prediction. (JD)

ED 137 284

SP 010 925

Services Shared by Health Care Organizations: An Annotated Bibliography.

Hospital Research and Educational Trust, Chicago, Ill.; Northwestern Univ., Evanston, Ill. Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No.—(HRA) 77-14552

Pub Date Mar 77

Contract—HRA 230-75-0062

Note—93p.

Available from—Div. of Planning Methods and Technology, Bureau of Health Planning and Resources Development, Health Resources Administration, Parklawn Bldg., Room 12-14, 5600 Fishers Lane, Rockville, Md. 20852 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Community Services, \*Economic Factors, Health Facilities, \*Health Services, Hospitals, \*Management Systems, Medical Libraries, \*Medical Services, Regional Planning, \*Shared Facilities

This bibliography is designed to assist planners in the field of institutional health and health support services in gaining access to knowledge that will enhance their efforts to achieve new or expanded arrangements of service sharing. Entries are cross-referenced to as many categories as the material warrants. Case studies that are not annotated are followed by a brief descriptive phrase indicating the name of the shared services organization and/or the area of the country that is the focus of the study. (JD)

ED 137 285

95

SP 010 928

Murnane, Richard J. Phillips, Barbara R.

The School as a Workplace: What Matters to Teachers?

Mathematica Policy Research, Seattle, Wash.; Pennsylvania Univ., Philadelphia.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.

Pub Date Mar 77

Contract—400-76-0157

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Analysis of Variance, Career Awareness, Classroom Materials, Curriculum, \*Environmental Influences, \*Job Satisfaction, Participant Satisfaction, Peer Relationship, \*Public School Teachers, School Community Relationship, Teacher Administrator Relationship, Teacher Attitudes, Teacher Salaries, Work Environment

This study was conducted to determine whether differences in teachers' perceptions of their jobs primarily reflect differences in the teachers themselves, or whether the variance in attitudes also reflects significant differences in the characteristics of schools as workplaces. Data on seven dimensions of job satisfaction (teacher attitudes toward the school principal, curriculum, materials and procedures, colleagues, community attitudes toward education, teaching per se, and compensation) were collected from a questionnaire administered to 650 public school teachers in seven schools of a Midwest urban school district. Data analysis proceeded in two steps: (1) investigation of whether teachers in different schools have significantly different levels of job satisfaction. For all seven schools this significance did exist, indicating that the prediction of a teacher's job satisfaction necessitated knowing at which school the teacher worked; (2) investigation of attributes affecting each dimension of job satisfaction. A priority specification of characteristics believed to be determinants of each dimension of job satisfaction were made and compared to teacher questionnaire responses, and the resulting general themes presented. Teacher demographic characteristics and school characteristics explained only some variance in job satisfaction, suggesting a need for more detailed information on these characteristics and on the attitudes teachers bring to their jobs. Implications of the report indicate a need to recognize a multifaceted concept of job satisfaction, with school policies designed to take into account possible differential effects on various aspects of satisfaction. Tables presenting questionnaire results are appended. (MB)

ED 137 286

SP 010 929

Bhushan, Vidya

Comparing Attitudes of Teachers in Two Different Cultures.

Pub Date Apr 77

Note—19p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cultural Context, \*Cultural Differences, \*Cultural Interrelationships, Elementary School Teachers, Foreign Countries, \*Teacher Attitudes, Testing Problems, \*Test Reliability, Test Validity

Identifiers—Minnesota Teacher Attitude Inventory, \*Quebec

This study was conducted to determine whether the administration of translation of an English language, teacher attitude test to teachers of other cultures would measure the same things as does its English original. The Minnesota Teacher Attitude Inventory (MTAI) was given to 509 French Canadian elementary school teachers, and the factor structure of their responses was compared to the five factors of the MTAI identified by Yee and Fruchter as defining the inventory's construct validity. Neither empirical techniques nor subjective comparison showed any perfect correspondence between the factor structures of attitudes of the two cultures. The subjective comparison, which indicated a better correspondence, showed that nearly fifty percent of the contents were common to the two cultures. (Author/MB)

ED 137 287

SP 010 930

Rose, Bruce J.

A Cognitive and Communications System of Behavior.

Pub Date Apr 77

Note—70p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Academic Achievement, Behavior Rating Scales, \*Bias, Classroom Communication, Cognitive Processes, Communication (Thought Transfer), \*Expectation, Information Theory, Interaction Process Analysis, Models, \*Self Concept, Stimulus Behavior, Student Behavior, \*Student Teacher Relationship, \*Teacher Attitudes

Identifiers—\*Self Fulfilling Prophecy

This research examined the nature of the "self-fulfilling prophecy" by investigating how the gradual accumulation of information and the relationship of the source and content of information may affect teachers' perceptions and ratings of trust, social ability, and academic ability of individual students. The study sought to answer two primary questions: (1) Do teachers as a group use new information to readjust their expectancies of students rather than form quick and stable expectancies on the basis of a few initial cues? and (2) Are some information sources held in higher esteem than others by teachers and, if so, what influence does this information have on the expectancy that is formed by the teachers? The study emerged from the Cognitive Information Processing/Social Interaction (CIP/SI) model, which considers the source/content dyad and the context as components of the system by which humans develop expectancies. Information content and source are manipulated in order that both their independent and interactive effects can be measured. Subjects were 240 elementary in-service teachers in Kentucky. Teachers were asked to rate a hypothetical student on three opinion or attitude scales of (1) trust, (2) social ability, and (3) academic ability. The rating took place after the viewing of a silent videotape of a child in a classroom situation and again after successive bits of information were added to the situation. The data analyses revealed evidence that suggests that teachers as a group constantly use new information to readjust their expectancies of students. Question two was not answered. (A summary of an extensive literature review on bias expectancies is included). (MM)

ED 137 288

SP 010 931

Jenkins, Jerry A.

Research in Elementary and Secondary Education (Fool's Gold?).

Pub Date Apr 77

Note—13p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adoption (Ideas), Change Strategies, \*Educational Research, \*Elementary Secondary Education, Information Dissemination, Program Improvement, \*Research Design, \*Research Needs, \*Research Problems, Research Utilization, \*Training Techniques

This paper contends that much of what passes as "educational research" has all the appearance, but little of the substance, of scientific research and that the educational community should realize this fact and condemn the imitation, while working to improve scientifically based and conducted projects. Problems in the field center around (1) the mechanisms, attitudes, political structures, and reward systems existing in elementary and secondary education; (2) the time span allowed in developing proposals and conducting research and for results to become evident; (3) the self-reinforcing attitude of distrust and doubt among educators, who are wary of new research because of previous unfavorable research. Responsibility for changing the quality of research rests in four basic areas: (1) the financial support system, (2) participatory school systems, (3) the researchers, and (4) research training programs. Given the problems involving current systems which do not, and cannot, effect rigorous applied research in education and the general distrust regarding research as an effective change agent, the author makes nine recommendations to improve the situation, involving (1) organizational systems, (2) legal status of research organizations, (3) regional orientation, (4) materials and equipment identification and acquisition, (5) model research activities, (6) communication and implementation of data, (7) information dissemination, (8) communication and implementation of successful programs, and (9) feedback into training programs. (MB)

ED 137 289

SP 010 932

Hess, Robert J. Rogers, Alberta M.

Teacher Variation in Program Implementation and Student Achievement of Program Objectives.

Pub Date Apr 77

Note—67p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Rating, \*Analysis of Variance, Classroom Research, Classroom Techniques, Extended School Day, Instructional Design, Kindergarten, Kindergarten Children, \*Performance Factors, \*Program Development, \*Program Effectiveness, \*Teaching Styles

Identifiers—Saint Louis Public Schools MO

The goals of the study were to specify relevant implementation variables in the context of an implementation model, develop suitable measurement instruments, and test the relationship between the implementation variables and student achievement of program goals. Subjects of the study were members of thirty kindergarten classes in the Kindergarten Extended Day (KED) Program of the St. Louis Public School System, designed to provide supplementary instruction to students identified as deficient in basic skill areas. Eight independent variables characterizing facets of implementation were observed during classroom operation of a language and thinking (LAT) program: (1) time on task, (2) teacher preparedness, (3) correct following of procedures, (4) proper use of materials, (5) teacher effectiveness in maintaining student attentiveness and elicitation of student responses, (6) student interest in the lesson, (7) extensiveness of coverage, and (8) preparation time for lessons. The dependent variables of the study were student achievements in five of the ten LAT packages (Colors, Shapes, Sizes, Directions, and Blends) as measured by the LAT Criterion Mastery Tests. Statistical analysis of data resulting from observation ratings and mastery tests shows that teachers did vary in their implementation of the LAT program, but that the variation in implementation was not related to class achievement. Most of the variance in achievement levels was due to variance in initial ability. An extensive reference list and three appendices conclude the report. (MB)



ED 137 290

SP 010 933

Armento, Beverly Jeanne.  
**Selected Correlates of Effective Teacher Behavior During Concept Instruction: Their Design, Utility and Limitations.**  
 Pub Date Apr 77

Note—37p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Classroom Communication, Classroom Environment, \*Concept Teaching, Educational Objectives, \*Effective Teaching, \*Elementary School Teachers, \*Formative Evaluation, \*Interaction Process Analysis, Learning Characteristics, Performance Factors, \*Teacher Behavior, Teaching Methods, Verbal Communication

This document describes the construction, implementation, and implication of selected high inference measures applied in a study of teacher effectiveness in the third, fourth, and fifth grades. Selected independent variables served as hypotheses regarding which behaviors are likely to occur during concept instruction and which are likely to be relevant to student concept learning. Two basic assumptions guided the selection of relevant behaviors: (1) Teacher behavior should be examined in terms of intent. Intent may be derived from instructional objectives. (2) Relevant process variables should be derived from existing theoretical or empirical bases that provide support for expecting certain relationships between instructional behavior and student outcomes. For this investigation, a record of classroom communication between teacher and students was made on audio-tape recordings. Analysis of classroom interaction between teacher and pupils included evaluation of how accurate and complete was the teacher's knowledge of the subject and how effective was the teacher in conveying concepts to the pupils. Teaching techniques were analyzed in the light of resulting student understanding and achievement. (JD)

ED 137 291

SP 010 934

Freiberg, H. Jerome.  
**Parent-Teacher Responses to Importance and Use of Affective Teacher Characteristics in the Classroom.**  
 Pub Date Apr 77

Note—22p.; Paper presented at the National Conference of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Affective Behavior, \*Affective Objectives, \*Classroom Techniques, \*Educational Assessment, Guidance Objectives, \*Interpersonal Competence, Moral Values, Parental Aspiration, \*Parent Attitudes, Peer Evaluation, Social Values, \*Teacher Behavior, Teacher Characteristics, \*Teacher Evaluation, Teaching Skills

This study examines the importance and use of affective teacher characteristics perceived by parents and teachers. A 22-item questionnaire, based on a 110-item survey, asked parents and teachers to rate the importance of affective teacher characteristics. The question of whether parents and teachers feel affective teacher behaviors are an important part of the classroom environment was explored. Teachers were also asked to evaluate other teachers' performance. Questions related to teacher behavior and attitudes toward such topics as the treatment of the individual child, racial and ethnic prejudice, the relationship of the pupil to school and society, and how moral values can be strengthened. The first section of this study investigates parents' evaluation of the importance of these and other topics and their judgment of the degree to which teachers demonstrate these competencies in their classroom. The second part concerns teachers' evaluation of an identical list of competencies in handling these concepts and the degree of concordance between their evaluation and that of the parents. (JD)

ED 137 292

SP 010 935

McKeegan, Hugh F.  
**Curriculum Development and Inservice Education in British Teacher Centers.**  
 Bucknell Univ., Lewisburg, Pa.  
 Pub Date Apr 77

Note—21p.; Paper presented at meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, Comparative Education, \*Curriculum Development, \*Inservice Programs, \*Inservice Teacher Education, Professional Continuing Education, Program Design, \*Program Evaluation, \*Teacher Centers

Identifiers—England

The objectives of this study are to determine the relationship of curriculum development and inservice activities in British teacher centers under real and ideal conditions, the effects of selected organizational variables on centers, and the degree of teacher involvement in programs. Data were collected from 58 teacher center directors and from visits to 18 centers. Priorities for curriculum and inservice activities differed significantly under real and ideal conditions. Work with individual teachers or schools was favored over national projects. Teacher involvement was related to certain center characteristics and other factors. Implications for the United States are discussed. (Author)

ED 137 293

95

SP 010 936

Fisher, Charles W. And Others.  
**Instructional Time and Student Achievement in Second Grade Reading and Mathematics.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date Apr 77

Note—82p.; Paper presented at the meeting of the American Educational Research Association (New York, New York, April 4-8, 1977); Hard copy not available due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Achievement Rating, Arithmetic, Cognitive Measurement, Comparative Analysis, Curriculum Design, \*Grade 2, Learning Processes, \*Performance Factors, Primary Education, Reading, Student Grouping, Teacher Behavior, \*Time Blocks, \*Time Factors (Learning)

The goal of this study was to assess the relationship between amount of instructional time and student achievement. Two questions were addressed: (a) Do students who have more time allocated to a particular subject area also learn more in that area? and (b) Do students who spend more "engaged time" in a particular subject area learn more in that subject area? Achievement tests in reading and mathematics were administered in nine grade 2 classrooms on two occasions approximately eight weeks apart. In the inter-test period, time allocated to specific content categories was reported daily by teachers. In six of the classes "engaged time" was assessed by direct observation. Quantities of allocated and "engaged time" were related to achievement in a series of regression analyses. Instruction time and student achievement were positively related. Substantial differences in amounts of time were necessary before this relationship could be detected. The strength and consistency of the relationship varied considerably. (Authors)

ED 137 294

95

SP 010 937

Fisher, Charles W. Berliner, David C.  
**Quasi-Clinical Inquiry in Research on Classroom Teaching and Learning.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date Apr 77

Note—25p.; Paper presented at the meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavioral Science Research, \*Classroom Observation Techniques, Classroom Research, Educational Research, \*Group Dynamics, Helping Relationship, \*Human Relations, \*Interaction Process Analysis, \*Research Methodology, Research Problems, Research Utilization, Student Teacher Relationship

In this paper a broad perspective on the phenomenon of teaching and learning is presented. The complex dynamics of interaction between teacher, student, and educational researcher are explored. Conventional research in education is characterized as relying heavily on methods adopted from other types of research in such fields as agriculture and science. This

methodology is not always valid in dealing with human beings who are changeable, volatile, and subject to varied pressures both within and outside of the classroom. Doubts about the amount of impact conventional research has on actual educational practice are raised. A system of "quasi-clinical" inquiry is outlined. This is a wholistic approach in which the researcher includes observation of teacher and student interaction, grouping patterns, playground fights, teacher isolation, etc. It is not restricted to examination of presentation of cognitive material; pretesting and posttesting. The quasi-clinical approach to educational research uses repeated measures in conjunction with planned interventions; studies role changes and relationships among participants; and has the dual objectives of generating knowledge while participating in a helping relationship with school personnel. (JD)

ED 137 295

SP 010 938

Bliss, Leonard B. Dodds, Jon H.

**A Study of Undergraduate Perceptions of the Status of the Teaching Profession in Determining Strategies for Dealing with Declining Enrollment in Teacher Education.**

Pub Date 5 Apr 77

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, \*Declining Enrollment, Economic Status, Education Majors, Preservice Education, \*Professional Recognition, Social Status, \*Student Attitudes, \*Teacher Education, Teacher Employment, \*Teacher Supply and Demand, \*Undergraduate Students

Using a pilot version of an instrument designed to probe perceptions of undergraduates in areas related to teaching as a profession and the desirability of teacher education programs, this study begins to develop a base upon which to formulate strategies for understanding and dealing with declining enrollment in teacher education programs. A branching questionnaire, which asked subjects to respond only in those areas relevant to their own experience, was sent to a sample of students enrolled at the State University of New York College at Potsdam. The data indicate that: (1) perceptions of the actual conditions within the teaching profession do not seem to act as strong determiners in career decisions; (2) subjects do not seem concerned with salary, career status, safety, and the nature of the client; (3) teacher education programs are perceived as highly vocationally oriented and useful only in obtaining positions in the teaching profession; and (4) students may be forming their perceptions from informal and not completely accurate sources. The results tentatively suggest two strategies for dealing with declining enrollment: (1) altering students' perceptions in relation to the employment outlook of college graduates so that it is more in tune with reality; and (2) making undergraduates more aware of the possibilities of education as a profession. (A sample questionnaire is included). (MM)

ED 137 296

SP 010 947

Nicolich, Mark J. Weinstein, Carol S.  
**Time Series Analysis of Behavioral Changes in an Open Classroom.**

Pub Date 77

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Analysis of Variance, \*Behavioral Sciences, \*Classroom Observation Techniques, Educational Research, Factor Analysis, Research Criteria, Research Design, \*Research Methodology, \*Research Problems, \*Statistical Analysis, Statistical Data

Identifiers—\*Time Series Analysis

This paper discusses the problems of gathering and analyzing data on classroom behaviors. The difficulties involved in using the common pretest-posttest experimental design are described. To grapple with these problems, a study was conducted on the effect of environmental changes on student behavior, employing a time-series design and time-series analysis. The hypothesis tested was that minor changes in the physical setting of the classroom could produce predictable, desirable changes in students' behavior. Formal observations of students' locations and activities were conducted six times a day for two weeks, using a

time-sampling-by-child instrument. The data from the six daily observations of all children were reduced to daily summary statistics indicating the percentage of time children were observed in a particular area or engaged in a specific activity. The data were then analyzed using time-series techniques. Results indicated that most of the desired behavior changes were produced, thus supporting the hypothesis. The same experiment was conducted using the traditional statistical methods. The conclusion was reached that time-series techniques appear to have great potential for educational research. (JD)

ED 137 297 SP 010 949

Nelson, C. Michael Moyer, John R.  
The Evaluation of a Non-Categorical Competency Based Special Education Methods Course.

Pub Date 77

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Course Content, \*Course Evaluation, Education Majors, Experimental Curriculum, \*Formative Evaluation, \*Learning Modules, \*Methods Courses, \*Performance Based Teacher Education, Program Effectiveness, Sequential Programs, \*Special Education Teachers, Student Evaluation of Teacher Performance, Teaching Methods, Team Teaching.

This document presents an evaluative description of the evolution of a competency based methods course in special education. The course evolved as a function of continuous process evaluation developed out of the realization that it was unnecessary to teach completely separate methods courses in special education for teacher certification in the areas of mental retardation, behavioral disorders, learning disabilities, and orthopedically impaired. The Joint Methods Course was developed to provide teaching modules in which the critical teaching skills in these areas were cross-categorized. Team teaching was provided for instruction in the modules. Students in these courses were pretested before entering a module and posttested upon completion. The students were asked to continually evaluate their experiences in this method of instruction. Over a period of several years, student criticism and suggestions were considered and used to modify and change the curriculum and the structure of the course. Some modules were eliminated; others changed or enlarged. Eventually the joint methods course was discontinued. However, it was determined that the standard module format is an excellent model for writing subsequent modules. It also has the advantage of assuring consistency across diverse content, which facilitates student and faculty use. In addition, faculty gained extensive experience in writing competency based instructional modules. (JD)

ED 137 298 SP 010 950

Beiner, Betty T. Young, Philip B.  
A Field-Based Educational Psychology Experience.

Pub Date Feb 77

Note—12p.; Paper presented at Association of Teacher Educators Conference (Atlanta, Georgia, February 2-5, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cooperating Teachers, \*Educational Psychology, \*Educational Theories, Elementary Education, Experimental Curriculum, \*Field Experience Programs, Learning Experience, Practicums, Psychoeducational Processes, \*Teacher Education, Teaching Experience, \*Team Teaching.

A new educational psychology course that combines mastery oriented content learning with direct participation in an elementary school classroom is described. The integration of theoretical-empirical information from psychology with the applied view of education in the classroom is the most important outcome of the new course. A variety of learning activities in the course are described. A preliminary evaluation shows the course to be perceived by students as difficult but interesting and worthwhile. The course involves team teaching. An important aspect of this program is that it has been designed to fit into an existing format with relatively little difficulty. (Authors)

ED 137 299 SP 010 952

Newberry, Janet McIntosh  
The First Year of Experience: Influences on Beginning Teachers.

Pub Date Apr 77

Note—22p.; Paper presented at Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adjustment Problems, \*Beginning Teachers, Human Relations, \*Information Seeking, Information Sources, Peer Acceptance, \*Peer Relationship, Teacher Behavior, \*Teaching Experience, Teaching Techniques.

Identifiers—Professional Development.

The major findings of this study were as follows: (1) beginning teachers relied on experienced teachers to define for them appropriate standards for student achievement; (2) experienced teachers, in general, were hesitant about offering assistance to beginners for fear of appearing interfering; (3) beginning teachers asked for assistance only when they were sure their competence would not be questioned; (4) beginning teachers determined a great deal about what was happening in the classrooms of other teachers by simply watching and listening; and (5) wherever close relationships did develop between beginning and experienced teachers, they were always between teachers of the same grade, whose classrooms were located across from or beside each other, and whose teaching ideologies were compatible. (Author)

ED 137 300 SP 010 953

Kocher, A. Thel  
A Comparison of Locus of Control in Open and Traditional Elementary Programs.

Pub Date Apr 77

Note—26p.; Paper presented at Annual Meeting American Educational Research Association (New York, New York, April 4-8, 1977).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Attribution Theory, Behavior Patterns, Educational Alternatives, Elementary Education, Humanistic Education, \*Locus of Control, \*Open Education, Perception Tests, Self Actualization, \*Self Concept, \*Traditional Schools.

The purpose of this study is to determine whether locus of control scores for students in "open" programs changed significantly over a one-year period and whether there was any change different from change experienced by students in a "traditional" program. The lack of significant group main effects indicated that students in the open programs did not acquire a greater sense of internal control for achievement successes or failures than students in a traditional program. (JD)

ED 137 301 SP 010 954

Teacher Policies. General Report of the Conference.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 76

Note—159p.

Available from—Director of Information, OECD, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (\$6.00).

Document Not Available from EDRS.

Descriptors—\*Change Strategies, Educational Objectives, \*Educational Planning, Educational Problems, Educational Trends, Elementary Secondary Education, Enrollment Trends, \*Formative Evaluation, \*International Educational Exchange, \*Policy Formation, Social Indicators, Teacher Education, Teacher Role.

Identifiers—Organisation for Economic Cooperation and Development.

The central concern of this conference was to examine the changing role of teachers and its implications in terms of tasks, training, status, and complementary resources and to identify alternative policy measures in support of new policies in these areas. Strategies and resources needed to innovate successfully in primary and secondary education were considered. It was concluded that fundamental changes in the objectives of education call for corresponding changes in the policies of training, recruitment, and utilization of the various categories of teachers. (JD)

ED 137 302 SP 010 955

Wilson, Marian L.  
Variables Related to the Professional Growth of Teachers.

Pub Date 77

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Development, Individual Development, \*Inservice Teacher Education, Participant Involvement, \*Personal Growth, \*Professional Continuing Education, \*Self Actualization, Teacher Associations, \*Teacher Improvement, \*Teacher Motivation, Teacher Participation.

The basic assumption underlying this study is that teacher involvement in professional growth activities would lead to improvement in knowledge and result in a change in practices. The objectives comprising the major focus of the inquiry were to measure and analyze professional involvement; to assess the degree of professional commitment of the respondents; to determine if a relationship exists between professional involvement and professional commitment, and to determine the relationship of teaching experience to professional involvement and professional commitment. A questionnaire was mailed to a random sample of 200 teachers. Five professional involvement variables were ranged in order of complexity. The lowest level was membership in a professional organization, and in ascending scale: participation in professional activities, informal activities, and knowledge implementation of exemplary curriculum practices. The highest rank was given to implementation of new curriculum practices. Results indicate that participation in professional growth activities results in greater commitment and changes in practice on the part of teachers. (JD)

ED 137 303 SP 010 956

Thomas, Jerry R., Ed. Weiss, Raymond, Ed.  
Completed Research in Health, Physical Education, and Recreation Including International Sources Covering Research Completed in 1975. Volume 18, 1976 Edition.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76

Note—243p.; For related documents, see ED 042 612-19, ED 075 402-3, ED 092 497, ED 102 122, and ED 117 055.

Available from—AAHPER Publication Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (\$5.50).

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Bibliographic Citations, Citation Indexes, \*Educational Research, \*Health, \*Literature Reviews, Periodicals, \*Physical Education, \*Recreation, \*Research.

This compilation lists research completed in the areas of health, physical education, recreation, and allied areas during 1975. It is arranged in three parts: (1) Index; (2) Bibliography; and (3) Theses Abstracts. In the first section, cross references are given for all of the listings in Parts II and III. References are arranged under subject headings in alphabetical order. The second section is a listing of published research, citing articles published in the 168 periodicals reviewed. A listing of these periodicals is appended. The third section provides abstracts of master's and doctor's theses from graduate programs in health, physical education, recreation, and allied areas. Names of institutional representatives as well as the major professors are included in each citation. A list of the contributing institutions is also appended. (MM)

ED 137 304 SP 010 957

Teacher Certification in Rhode Island.

Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.

Pub Date 75

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Degree Requirements, Elementary School Teachers, Principals, \*Public Schools, School Nurses, School Psychologists, Secondary School Teachers, Special Education Teachers, \*State Standards, Supervisor Qualifications, \*Teacher Certification, \*Teacher Qualifications.

Identifiers—\*Rhode Island.

This publication provides information concerning Rhode Island laws and Board of Regents regulations governing the certification of professional personnel in the public schools of Rhode Island. These regulations apply to all individuals certified or seeking certification after October 1, 1964. Individuals certified prior to this date and

who have maintained their certification are not affected by these regulations. The material presented in this publication is designed for use by teachers, school administrators, prospective teachers, and those engaged in teacher education. (JD)

**ED 137 305** SP 010 958

Maddox, Kathryn Mahan, James  
National ATE Commission for Consortium Study  
and Development. Final Report.

Association of Teacher Educators, Washington,  
D.C.

Pub Date Feb 77

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Consortia, \*Cooperative Planning,  
Cooperative Programs, \*Dual Enrollment,  
\*Educational Coordination, Intercollegiate Pro-  
grams, \*Interinstitutional Cooperation, In-  
terschool Communication, \*Teacher Education

This report by the Commission for Consortium  
Study and Development is divided into three sec-  
tions. In section one consortia are defined; the  
perimeters and benefits to be derived from such  
cooperation are discussed; and the organization  
and implementation of consortia are outlined.  
Section two described student teaching exchange  
programs. The third section presents models of  
teacher education consortia. (JD)

**ED 137 306** SP 010 962

Damarin, Suzanne K.  
Judgements of Mathematical Arguments by Fu-  
ture Elementary Teachers.

Pub Date Apr 77

Note—13p.; Paper presented at Annual Meeting  
American Educational Research Association  
(New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Abstract Reasoning, \*Cognitive  
Processes, Cognitive Tests, Comprehension,  
\*Deductive Methods, \*Elementary School  
Teachers, Logical Thinking, Mathematical  
Concepts, \*Mathematical Logic, \*Preservice  
Education, Teacher Education

Preservice elementary teachers' use of exam-  
ples in recognizing and disproving invalid deduc-  
tive arguments related to topics in elementary  
school mathematics was examined. Two forms of  
the Classroom Logic Test were developed, one  
multiple choice and one free response. Subjects  
were asked to judge the correctness of arguments  
and, if incorrect, provide feedback. Tests were  
administered to 50 students enrolled in a mathe-  
matics methods course. The major finding in-  
dicated that subjects provided the list of options  
erred by rejecting valid arguments, while those  
not given the list accepted invalid arguments.  
Findings are related to issues in mathematics  
teacher education. (Author)

**ED 137 307** SP 010 963

Questions and Answers on Certification of Mon-  
tana Teachers and School Administrators.  
Seventh Edition.

Montana State Dept. of Public Instruction,  
Helena.

Pub Date Oct 75

Note—22p.

Available from—Office of the Superintendent of  
Public Instruction, Helena, Montana 59601  
(No Charge)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Personnel, Ad-  
ministrator Qualifications, \*Certification, Edu-  
cational Improvement, \*State Boards of Educa-  
tion, \*State Departments of Education, State  
Licensing Boards, State Programs, \*State Stan-  
dards, \*Teacher Certification, Teacher Quali-  
fications

Identifiers—\*Montana

This pamphlet is designed for teachers, ad-  
ministrators, prospective teachers, and those en-  
gaged in teacher education who need information  
about certification. It incorporates certification  
policies adopted by Montana's Board of Public  
Education as of April 25, 1975, as well as current  
state office regulations and administrative  
guidelines. Also included are a glossary of terms  
relating to certification; an index of the various  
topics covered; and a chart displaying classes of  
certificates. (MM)

**ED 137 308** SP 010 964

Teacher Certification Rules and Regulations.

South Dakota State Board of Education, Pierre.

Pub Date 76

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Certification, \*Degree Require-  
ments, Educational Legislation, Elementary  
School Teachers, \*Public Schools, \*School  
Personnel, Secondary School Teachers, State  
Boards of Education, \*State Standards,  
\*Teacher Certification, Teacher Qualifications  
Identifiers—\*South Dakota

This document lists the rules and regulations  
governing the certification of teachers and other  
school personnel in the state of South Dakota.  
(JD)

**ED 137 309** SP 010 965

Manual of Instructions and Standards for Evalua-  
tion of Teacher Education Programs.

South Dakota State Div. of Elementary and  
Secondary Education, Pierre.

Note—136p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Academic Standards, \*Accredita-  
tion (Institutions), Curriculum Evaluation,  
\*Evaluation Methods, National Norms, \*Pro-  
gram Evaluation, \*State Standards, Teacher  
Education, Teacher Education Curriculum,  
\*Teachers Colleges

Identifiers—National Assn State Dir of Teacher  
Educ and Cert, \*South Dakota

This document presents standards for state ap-  
proval of teacher education programs in South  
Dakota, incorporating standards developed by the  
National Association of State Directors of  
Teacher Education and Certification (NASD-  
TEC) and adopted by over thirty states as part  
of their state policy of accreditation. The document  
is divided into three sections: (1) Procedures and  
standards used in the evaluation and approval of  
teacher education programs in South Dakota; (2)  
the NASDTEC standards, 1973 revision; (3) Ap-  
pendices. Section one presents general  
procedures, the organization of self-study com-  
mittees, use of forms and related materials,  
methods for on-site visits, and final report and  
follow-up activities for use in South Dakota. The  
NASDTEC standards form Section Two and dis-  
cuss procedures for accreditation or approval,  
organization and administration of teacher educa-  
tion, curriculum principles and standards for  
basic and advanced programs, and standards for  
innovative and experimental programs. Appen-  
dices detail: the evaluation program, scheduling  
sequence, checklist for overall institutional or-  
ganization, program description form, standards  
analysis form, recommendations form, and fol-  
low-up report form. (MB)

**ED 137 310** SP 010 966

Broudy, Harry S.

How Basic Is Aesthetic Education? or Is 'RT the  
Fourth R?

Pub Date Mar 77

Note—10p.; Paper presented at the annual meet-  
ing, Association for Supervision and Curriculum  
Development (Houston, Texas, March 19-  
23, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Aesthetic Education, Art Ap-  
preciation, \*Art Education, Basic Skills, Cogni-  
tive Development, \*Cognitive Objectives, Con-  
cept Formation, \*Cultural Enrichment, Cur-  
riculum Development, Educational Philosophy,  
Enrichment Experience, Imagery, Imagination,  
\*Perceptual Development, Sensory Experience,  
Visual Literacy

The case for the inclusion of aesthetic educa-  
tion with the traditional basic courses of reading,  
writing, and arithmetic is examined. The follow-  
ing points are emphasized in regarding arts educa-  
tion as a basic: (1) Aesthetic experience is  
basic because it is a primary form of experience  
on which all cognition, judgment, and action de-  
pend. It is the fundamental and distinctive power  
of image making by the imagination. It furnishes  
the raw material for concepts and ideals, for  
creating a world of possibility. (2) The source of  
meaning and its exfoliation into ideas, theories,  
values, visions, plans, and invention is the  
imagination. (3) The case for arts education de-  
pends on what art can do to clarify and enrich  
experience that the other subjects in the curricu-  
lum cannot. (4) Art orders feeling by giving it an  
expressive form perceptible by the senses—an  
image. Finally, the aesthetic response is in-  
dispensable to all experience and instruction in  
the aesthetic response is both possible and neces-  
sary. (JD)

**ED 137 311** SP 010 967

Certificate Handbook: State of Kansas.

Kansas State Dept. of Education, Topeka.

Pub Date 1 May 75

Note—98p.; Not available in hard copy due to  
marginal legibility of original

Available from—State Department of Education,  
Kansas State Education Building, 120 East 10th  
Street, Topeka, Kansas 66612 (No Charge)

**EDRS Price MF-\$0.83 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—\*Administrative Personnel, Ad-  
ministrator Qualifications, \*Certification, Edu-  
cational Improvement, State Agencies, \*State  
Boards of Education, \*State Departments of  
Education, State Licensing Boards, State Pro-  
grams, \*State Standards, \*Teacher Certifica-  
tion, Teacher Qualifications

Identifiers—\*Kansas

This handbook was prepared as a service to  
those concerned with regulations of the Kansas  
State Board of Education pertaining to issuance  
of certificates to teach or administer schools.  
These regulations provide for systematic issuance  
of original teacher and administrator certificates  
and for their renewal. The certification require-  
ments are designed to provide continuous im-  
provement in the education of teachers, and their  
fulfillment indicates the completion of an ac-  
ceptable teacher education program, which seeks  
to carry out the philosophy and objectives  
adopted by the State Board of Education for the  
continuing education of teachers and adminis-  
trators. (MM)

**ED 137 312** SP 010 968

Kansas Guidelines for Accrediting Institutions Of-  
fering Degree Programs of Teacher Education.

Kansas State Dept. of Education, Topeka. Div. of  
Community Colleges and Continuing Educa-  
tion.

Pub Date 75

Note—95p.

Available from—State Department of Education,  
Topeka, Kansas 66612 (No Charge)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Academic Standards, \*Accredita-  
tion (Institutions), Certification, \*Schools of  
Education, State Agencies, State Departments  
of Education, State Licensing Boards, \*State  
Standards, \*Teacher Education, \*Teachers  
Colleges

Identifiers—National Assn State Dir of Teacher  
Educ and Cert

Minimum standards are set forth for accredit-  
ing institutions offering degree programs in  
teacher education. The standards are proposed  
primarily for the use of state departments of educa-  
tion; they emphasize an approved program ap-  
proach to accreditation based on college curricu-  
lum with well developed rationale, comprehensive  
objectives, and continuous evaluation. These  
standards are also intended to help upgrade the  
quality of instruction in institutions engaging in  
teacher education and to promote a greater  
degree of uniformity in accreditation procedures  
among states. Chapter I provides a general  
discussion of accreditation procedures to assist  
state education agencies in reviewing, developing,  
and applying standards for legal accreditation or  
approval of teacher education programs. Chapter  
II covers the organization, administration, and  
operational provisions that support a program in  
teacher education. Chapters III and IV present  
standards that deal with specific areas of teacher  
education. Chapter V presents standards that  
emphasize the importance that the National As-  
sociation of State Directors of Teacher Education  
and Certification (NASDTEC) places on the con-  
tinuous development of new programs for the  
preparation of school personnel. These standards  
were designed to create an awareness on the  
parts of both the program developers and the ac-  
crediting agencies of the concerns that must be  
considered in the conception, approval, and im-  
plementation of innovative and experimental pro-  
grams. The NASDTEC recommended procedures  
for the development of state lists of teacher educa-  
tion programs approved as meeting NASDTEC  
standards for the purpose of interstate certifica-  
tion is appended. (MM)

**ED 137 313** SP 010 969

Mayer, Richard E.

Effects of Instructional Organization and Sequenc-  
ing on Productive Learning.

Pub Date 5 Apr 77



Note—21p.; Paper presented at the annual meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**\*Cognitive Processes, Instruction, \*Learning Processes, Learning Theories, \*Memory, Models, \*Organization, \*Sequential Learning, \*Transfer of Training

This document discusses how the organization of instruction influences the encoding and structuring of new material in the memory and the subsequent transfer of such information to novel situations. A theory of instruction for problem solving that considers relevant cognitive variables and that specifies the conditions for productive learning is described. First, an historical introduction to productive learning is presented including reference to the Gestalt problem solving literature, meaning theories of arithmetic instruction, and the discovery learning issue. Second, productive learning is defined and the basic external and internal (cognitive) variables are identified. Third, a theoretical framework for discussing productive learning based on the concept of assimilation is forwarded. Fourth, results are given from a series of experiments in which a meaningful context for instruction was presented either before or after the introduction of technical information to research subjects. The assimilation theory predicts that subjects in the "before" groups should be more likely to engage in productive learning since they have a meaningful context available during learning into which new information may be assimilated. Results from these experiments generally uphold the prediction. (Author/MM)

**ED 137 314** SP 010 970

Tennyson, Robert D. Tennyson, Carol L.  
**Content Structure as a Design Strategy Variable in Content Acquisition.**

Pub Date Apr 77

Note—25p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Computer Assisted Instruction, Curriculum Design, \*Educational Research, \*Effective Teaching, \*Instructional Design, Instructional Improvement, \*Instructional Materials, \*Sequential Learning, Teaching Methods

Three methods of sequencing coordinate concepts (simultaneous, collective, and successive) were investigated with a Bayesian, computer-based, adaptive control system. The data analysis showed that when coordinate concepts are taught simultaneously (contextually similar concepts presented at the same time), student performance is superior to either a collective (clustering the concepts in subgroups) or successive (concepts presented separately) sequence. Although time on-task was not different between the groups, an effectiveness ratio (posttest score minus pretest score divided by time on-task) showed that the simultaneous sequence was more effective in terms of student learning and economy of time than the other two sequences. (Author)

**ED 137 315** 95 SP 010 971

Filby, Nikola N. And Others  
**Allocated and Engaged Time in Different Content Areas of Second and Fifth Grade Reading and Mathematics Curriculum.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 77

Note—29p.; Paper presented at the meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Achievement Rating, Analysis of Variance, Behavior Rating Scales, Classroom Observation Techniques, Elementary Education, Elementary School Students, Grade 2, Grade 5, \*Interval Pacing, Mathematics, Pacing, \*Performance Factors, Reading, Task Analysis, Teaching Techniques, \*Time Blocks, \*Time Factors (Learning)

This document records a study made on the amount of time students spend on academic learning. Data were collected in two different ways: (1) Teachers kept logs of the content of instruction and the amount of time spent in different content areas. Records of individual students were kept throughout the year, first on a daily basis and later on a weekly basis. These logs provided a detailed record of the time allocated

to different skill areas. (2) Observers recorded the amount of time students spent actually engaged in learning. Engaged or active learning time is that subset of the allocated time when a student appears to be attending to the learning task. Teacher logs were collected at two grade levels, the second and the fifth, and in two subjects, reading and mathematics. A comparison was made between time allocations and use and student academic achievement. The conclusion was reached that monitoring the use of time in the classroom is an important factor teaching effectiveness. (JD)

**ED 137 316** SP 010 973

Sagness, Richard And Others  
**A Study to Validate Undergraduate Teacher Education Competencies at the University of South Dakota.**

Pub Date 75

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Analysis of Variance, Cooperating Teachers, \*Curriculum Development, Data Analysis, \*Educational Objectives, Field Experience Programs, Fundamental Concepts, \*Performance Based Teacher Education, Program Evaluation, \*Teacher Attitudes, Teacher Behavior, Teacher Educators, Teacher Interns, \*Teaching Skills

Identifiers—University of South Dakota

This study was conducted to determine those competencies considered most important by cooperating teachers, student interns, and school of education faculty. Competencies from various sources were combined to form a master list of sixty-five competencies. One-hundred participants were given numbered cards with a competency printed on each. Their task was to rank the importance of each competency in the preparation of teachers on a continuum from "most" to "least." There were seven ranks in the continuum, and a further condition forced the respondent to put at least nine competencies in each rank. This stipulation was included to prevent large numbers of competencies from being given the same rank. Responses of each group of participants were analyzed, and some significant differences were discovered. It appeared from the results that student interns and faculty shared a similar philosophy, which seems to be student-oriented and humanistic in nature, while the responses of the cooperating teachers seem to reflect a concern with classroom management. It is hoped that the data acquired from this study will help guide and implement the future planning of competency based teacher education programs. (JD)

## TM

**ED 137 317** 95 TM 005 909

Burstein, Leigh  
**The Use of Data from Groups for Inferences About Individuals in Educational Research.**

Technical Report No. 7.

Vasquez Associates Ltd., Milwaukee, Wis.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NIE-C-74-0123

Note—190p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors—**\*Correlation, \*Research Methodology, Sampling, \*Statistical Bias

Identifiers—\*Grouping (Statistical)

Grouping is a statistical procedure through which members of the same group are considered as a single unit of observation. There are methodological and inferential problems associated with various grouping procedures in various settings. This extensive paper focuses on making inferences about individuals when the analysis uses data that is grouped over individuals (for example, school means). The paper identifies five research contexts in which grouping is used, reviews the literature on grouping where only two variables are considered, and proposes a method for clarifying the problems involved in grouping. The method involves introduction of a new variable, a "grouping variable," into the analysis procedure. The grouping variable is essentially the value assigned to members of a group taken over all possible groups. The relationship of the

grouping variable to the variables of interest forms the basis for a taxonomy of grouping situations which can then be assessed for certain statistical qualities. The paper discusses the logic and statistical basis for the method, considers the method in a variety of settings, and extends the logic to more complex cases. Empirical examples are presented and considerations for future developments are discussed. (JKS)

**ED 137 318** 95 TM 005 930

Barker, Pierce Pelavin, Sol H.  
**Issues of Reliability and Directional Bias in Standardized Achievement Tests: The Case of Mat70. P-5689.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, San Francisco, California, April 19-23, 1976)

Available from—The Rand Corporation, 1700 Main St., Santa Monica, California 90406 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Achievement Gains, \*Achievement Tests, Educational Disadvantage, Elementary Education, Grade Equivalent Scores, Program Evaluation, Raw Scores, Scores, Standard Error of Measurement, \*Standardized Tests, Statistical Analysis, Test Bias, \*Testing Problems, Test Interpretation, \*Test Reliability, Test Validity

Identifiers—Educational Voucher Demonstration, \*Metropolitan Achievement Tests, Out of Level Testing, Standard Scores

This study was mounted to assess the validity of standard score transformations of raw test scores and test bias on the 1970 edition of the Metropolitan Achievement Test Battery, in the context of a controversial federally funded compensatory education program, the Educational Voucher Demonstration (EVD). On an individual level the validity of the Standard Score scale has not been demonstrated. Moreover, substantial bias was found in aggregate measures (means and medians) between adjacent difficulty levels. For these reasons, the authors could not conclude with any confidence that the instrument herein assessed could provide dependable bases either for individual student assessment, or program evaluation as usually performed. (MV)

**ED 137 319** 95 TM 005 959

Hannan, Michael T. And Others  
**Specification Bias Analysis of the Effects of Grouping of Observations in Multiple Regression Models.**

Vasquez Associates Ltd., Milwaukee, Wis.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Contract—NIE-C-74-0123

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Washington, D.C., April 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Multiple Regression Analysis, \*Research Methodology, Sampling, \*Statistical Bias

Identifiers—\*Grouping (Statistical)

Grouping is a statistical procedure through which members of the same group are considered as a single unit of observation. There are various ways to assign group membership and various ways to assign values of variables to groups. There are methodological problems associated with grouping in general and with particular methods of grouping. This paper argues that a wide variety of complex analytical problems concerning inferences from grouped observations can be understood from the use of a few simple principles. The paper focuses on multiple regression models which use grouping and shows that the effects of grouping depend centrally on the quality of the specification of the regression model used. Simulated examples as well as examples from the literature are presented and discussed. The principles developed are then extended to more complex cases. In particular, estimation from grouped observations in systems of simultaneous equations and in dynamic models for panel analysis are examined. (Author/JKS)

## ED 137 320

TM 006 082

Doyle, Vincent

## A Psychometric Analysis of the Mat-Sea-Cal Oral Proficiency Tests.

Center for Applied Linguistics, Arlington, Va.  
Pub Date [Apr 77]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Criterion Referenced Tests, Elementary Education, \*English, \*Factor Analysis, \*Item Analysis, Language Proficiency, \*Language Tests, \*Spanish, \*Test Reliability

Identifiers—\*Mat Sea Cal Oral Proficiency Tests

The Mat-Sea-Cal Oral Proficiency Tests are a series of comparable grammatical structure tests. They have been developed in six languages: English, Spanish, Cantonese, Mandarin, Ilokano and Tagalog. Their purpose is to identify linguistic skills and deficiencies of primary school children grades K through 4. This research reported on the psychometric qualities of the English and Spanish editions. Reliability was computed by the method of internal equivalence. Coefficients were .91 on the English test and .94 on the Spanish test. Point biserial coefficients were calculated as the discrimination index. Results varied by subtest (Listening Comprehension, Sentence Repetition, and Structured Response). Factor analysis, via principal factoring with varimax rotation, was employed to identify item pools. Results indicated that approximately 30 percent of all original items require revision. (These tests are labeled "Field Test Edition" by the authors.) The remaining items possessed good to excellent discrimination indices, and difficulty levels appropriate for criterion referenced measures. (Author)

## ED 137 321

TM 006 111

Sirois, Herman A. Iwanick, Edward F.

## Delphi-Discrepancy Evaluation: A Model for the Quality Control of Federal, State, and Locally Mandated Programs.

Pub Date [Apr 77]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Educational Programs, \*Evaluation Methods, Evaluation Needs, Formative Evaluation, \*Models, Needs Assessment, \*Program Evaluation, Summative Evaluation

Identifiers—\*Delphi Technique

Legally mandated educational programs often lack specificity and guidelines for such programs are often vague and subject to considerable variability in interpretation. This situation presents perennial problems for evaluators. Few evaluation models have the flexibility for dealing with this ambiguity and variability while at the same time achieving program evaluations which are both formative and summative. The Delphi-Discrepancy Evaluation model is designed to assess and prescribe. The five phases of the model include: (1) establishing a standard by using the procedures of the Delphi Technique, (2) gathering data about programs based on the standard, (3) determining the discrepancy status of programs, (4) analyzing these discrepancies in relation to criteria and other programs in the population, and (5) prescribing and remediating based on the analyses of discrepancies. Bringing together successful techniques such as the Delphi Method, Discrepancy Evaluation, and the notions of Euclidean Distance to bear on a particular evaluation problem should facilitate analyses and render decision-makers with more valid information for formative and summative purposes. (Author)

## ED 137 322

TM 006 112

Rawnley, David E.

## Declining Test Scores. Resource Guide from the World of Education.

San Mateo County Superintendent of Schools, Redwood City, Calif. Educational Resources Center.  
Pub Date Jan 77

Note—18p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Achievement Tests, Annotated Bibliographies, \*Aptitude Tests, College Entrance Examinations, Educational Trends, High School Students, Literature Reviews, \*Low

Achievement Factors, Scores, Secondary Education, \*Standardized Tests, \*Test Results

Identifiers—ACT Assessment, Scholastic Aptitude Test, \*Test Score Decline

Declining test scores have been publicized throughout the nation for the past several years as a major educational issue. Because of the kinds of statements made, the conclusions drawn by educators and public alike, the San Mateo Educational Resources Center requested that a review of the literature and a bibliography be prepared that indicated what the literature actually did say. As a result of the review, this monograph which presents a "state-of-the-art" of the entire issue, was prepared. In order to examine various aspects of test score decline a practice is borrowed from the literature, and areas from which explanations concerning test score declines may come are examined: (1) changes in the tests themselves, (2) changes in the population(s) taking the test, (3) changes in the school context in which education takes place, and (4) changes in the social context in general. An annotated bibliography is also included. (Author/MV)

## ED 137 323

TM 006 123

Anderson, Helen Grady, Michael J.

## Harvest: A Study of 1,775 Students Who Entered El Paso Community College in the Fall of 1973.

El Paso Community Coll., Colorado Springs, Colo.  
Pub Date Jan 77

Note—26p.; For related documents, see ED 119 178 and 179

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Basic Education, \*Basic Skills, \*College Preparation, \*Community Colleges, \*Compensatory Education, Data Analysis, English Instruction, Followup Studies, Mathematics Instruction, \*Program Evaluation, Reading Instruction, \*Remedial Programs

Identifiers—Colorado (Colorado Springs), \*El Paso Community College CO

Harvest is a follow-up study on 1,775 students who entered El Paso Community College, Colorado Springs, Colorado for the fall 1973 term. Data through spring 1976 were analyzed. The study was undertaken to seek answers to the following questions: (1) How do students who enter with basic skills at the elementary, junior high, or high school level compare in achievement after taking compensatory skills courses with students who enter at the same skills level and do not take compensatory skills courses; how do those students compare with students who enter with college level skills? (2) How do veterans compare with non-veterans? (3) How do minority students compare with each other and with whites? (4) How do women students compare with men students? (5) How do students for whom placement tests are waived compare with students who took placement tests? (6) How well did the follow-up to placement testing (counseling and enrollment in the appropriate level course) work? (Author/MV)

## ED 137 324

TM 006 124

Worthen, Blaine R.

## Some Tasks and Competencies Frequently Required in Educational Research and Evaluation. Research, Evaluation and Development Paper Series No. 5.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date Feb 74

Note—31p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (57th, New Orleans, Louisiana, February 1973)

Available from—Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, Oregon 97204 (Order No. 806-5207, \$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Educational Programs, \*Educational Research, \*Educational Researchers, \*Evaluation, Evaluation Methods, Factor Analysis, In-service Education, Interviews, Professional Continuing Education, Research Methodology, Research Skills, Skill Analysis, \*Skills, \*Task Analysis

Identifiers—Research Training

In 1969, the American Educational Research Association (AERA) empaneled a Task Force on Research Training and charged it with (1) build-

ing a relevant knowledge base about training needs and problems and (2) developing procedures to attack these problems. During its two years of study, the Task Force carried out a series of three USOE-supported activities designed to identify specific skills and knowledge required in educational research and evaluation. The first activity included two steps. First, the Task Force drafted lists of skills they thought were necessary in conducting research and evaluation in education. Second, the lists of skills were "reality tested" through interviews with 60 employers and supervisors of research and evaluation personnel. The second activity was not strictly empirical in nature, although it used as input the results yielded by the interviews described above and depended on informal observation for the rest. In the third activity, a task analysis of research and evaluation activities in 13 agencies was conducted. These agencies included universities, research and development centers, private research agencies, regional educational laboratories, and public schools rated by the Task Force members as doing high quality work. The purpose of this paper is to synthesize the results of these three previous Task Force efforts into a single list of competencies frequently needed in educational research and evaluation. (MV)

## ED 137 325

TM 006 125

Owens, Thomas R. And Others

## The Use of Multiple Strategies in Evaluating an Experience-Based Career Education Program. Research, Evaluation, and Development Paper Series No. 9.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date Sep 76

Note—41p.

Available from—Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, Oregon 97204 (Order no. 806-5208, \$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Education, Case Studies (Education), Comparative Testing, Content Analysis, Cost Effectiveness, Evaluation Criteria, \*Evaluation Methods, Evaluation Needs, Followup Studies, Individualized Programs, Longitudinal Studies, Organizational Climate, \*Program Evaluation, \*School Community Cooperation, Secondary Education, Student Behavior, \*Student Experience, Surveys

Identifiers—\*Experience Based Career Education Program

The rationale for using multiple evaluation strategies in a comprehensive program evaluation is described. Examples are given of eleven strategies used in the evaluation of the Experience-Based Career Education project developed by the Northwest Regional Educational Laboratory through sponsorship of the National Institute of Education. Strengths and limitations are cited for the use of pre- and posttesting in an experimental design, student followup and longitudinal studies, student case studies, content analysis, adversary hearing, cost study, ethnographic study, use of local study committee, organizational study, panel review by experts, and survey questionnaires. Six criteria, proposed for consideration in determining the best evaluation strategies to use, are discussed. These are cost, timing, credibility of findings, degree of obtrusiveness, amount of coordination needed, and efficiency. (Author/RC)

## ED 137 326

TM 006 126

Fehrenbacher, Harry L. And Others

## The Use of Student Case Study Methodology in Program Evaluation. Research, Development, and Evaluation Paper Series No. 10.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date Oct 76

Note—40p.

Available from—Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, Oregon 97204 (Order no. 806-5209, \$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Career Education, \*Case Studies (Education), Data Analysis, Data Collection, \*Evaluation Methods, High School Students, Individualized Programs, \*Program Evaluation,

School Community Cooperation, Secondary Education, Student Experience  
Identifiers—Experience Based Career Education Program

Physicians, psychologists, and anthropologists have developed procedures and models for preparing case studies that meet the needs of their profession. In the field of educational evaluation, procedures for conducting student case studies are not readily available. Although case studies, consisting of descriptions of exemplary educational projects, have been used in the past, little attention has been given to using student case studies as a basis for program evaluation. This paper addresses the purposes for using this methodology in evaluation, describes some procedures for conducting a case study, and illustrates the procedures and findings based on the use of this methodology in evaluating an Experience-Based Career Education project. A completed case study narrative is contained in the appendix as an example of the information provided by this methodology. (Author)

ED 137 327 TM 006 127

Goldberg, Isadore John, Thomas

Evaluation of the Program: "Designing and Implementing Programs for the Little School Component." Title III Evaluation Project. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation; G & G Associates, Inc., Silver Spring, Md.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Contract—1016-AA-NS-0-5-GA

Note—58p; Not available in hard copy due to marginal legibility of original document; For related documents, see PS 009 053-054

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Guidance Objectives, High School Curriculum, \*Individualized Programs, Open Education, \*Pilot Projects, Program Descriptions, Program Development, \*Program Evaluation, Rating Scales, \*Secondary Education, Staff Role, Standardized Tests, \*Student Attitudes, Teacher Attitudes, Teaching Methods, Workshops

This final report presents an evaluation of the Designing and Implementing Programs for the Little School Component which is a program designed to develop, implement, and disseminate a program of individualized instruction at the Howard D. Woodson Senior High School. The purpose of the program is to improve academic achievement and student attitudes. This program is a third year continuation of the program initiated in 1972-73. Original students were selected in 1972-73 from student listings supplied by feeder-school counselors. The 300 students originally entering as tenth graders in 1972-73 have continued in the program and are now in their senior year. The third year program was expected to complete the development of pilot exercises for staff and students alike in the development and implementation of individualized programs. Included in the evaluation are a description of the project, methods and procedures, and data analysis and results. The latter includes a comparative analysis of student attitudes, student reactions to the component, data on absences, standardized test results, the individualized curriculum for the component, teacher reactions to the component, teaching methods, teacher ratings of their classes, staff development, and teacher evaluation of the component. (RC)

ED 137 328 TM 006 128

Friedman, Richard B. And Others

Final Report for Voice Response System Project on Computer Evaluation of Clinical Competence for the National Fund for Medical Education.

Wisconsin Univ., Madison.

Pub Date 10 Nov 76

Note—31p; Report sponsored by the National Fund for the Medical Education

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Clinical Diagnosis, \*Computer Programs, Medical Education, \*Medical Evaluation, \*Physicians, Professional Continuing Education, \*Simulated Environment, \*Telephone Communication Systems  
Identifiers—\*Voice Response System

For the past five years a group of doctors at the University of Wisconsin has been developing a realistic computer-based simulation of the patient-physician encounter. Utilizing the time-shared computers, large memory and high speed logic, they have developed a highly sophisticated program which permits the physician to work-up and diagnose patients in the in-patient and out-patient environment. This program has been tested in over 1,000 simulated encounters and is currently operational at a number of medical centers around the country. Criteria for standard evaluations have been developed and tested. The main drawback is that the physician must communicate with the computer via a relatively expensive computer terminal. In order to overcome the necessity of using expensive computer terminals they propose to combine their fully operational simulator with a Voice-Response System. Combining these two systems would permit a physician to take a simulated encounter using any standard telephone (touch-tone or dial). The physician would communicate with the computer by dialing in the necessary test request, diagnosis, etc. The computer would communicate with the physician through easily understood verbal responses. This interaction could take place anywhere there is a telephone and literally thousands of encounters would be possible simultaneously. (MV)

ED 137 329 TM 006 129

Price, Gary E. And Others

Summary of Research on Learning Style Based on the Learning Style Inventory.

Pub Date (Apr 77)

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Cognitive Style, Elementary School Students, Elementary Secondary Education, \*Factor Analysis, Individual Characteristics, \*Individual Differences, Instructional Improvement, \*Rating Scales, Secondary School Students, Sex Differences, \*Statistical Analysis, \*Student Attitudes, Test Reliability  
Identifiers—\*Learning Styles Inventory

This paper summarizes the research on learning style based on responses to the Learning Style Inventory by 1,836 students in grades 1 through 12. Reliability analyses are included for each subscale for males and females based on factors determined by factor and content analysis. The intercorrelations are included for males and females within grades 1 through 12 and a summary of the significant differences between males and females is also included. Overall, individual students have different preferences for how they learn. The preferences change at different grade levels and males and females, as a group, have different learning preferences within grades and across grades. (Author)

ED 137 330 TM 006 130

Jacobson, Louis S.

The Use of Longitudinal Data to Assess the Impact of Manpower Training on Earnings.

Public Research Inst., Arlington, Va.

Spons Agency—Department of Labor, Washington, D.C.

Report No.—PRI-73-2

Pub Date 20 Jul 73

Contract—DOL-L-72-86

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Comparative Analysis, Data Analysis, Employment Patterns, \*Federal Programs, \*Income, \*Longitudinal Studies, \*Manpower Development, Manpower Needs, Manpower Utilization, Mathematical Models, Multiple Regression Analysis, Statistical Analysis, \*Trainees, \*Training

Identifiers—Manpower Development and Training Act, Social Security Data

Research using Social Security data to measure the effects of government manpower training programs on the earnings of participants is discussed. Previous studies employed a longitudinal set of Social Security summary earnings records of over 50,000 individuals who participated in Manpower Development and Training Act (MDTA) institutional training in 1964 and 70,000 individuals randomly selected from the same file. This study used Social Security's Continuous Work History Sample (CWHHS) to demonstrate that these prior

studies have substantially underestimated the impact of training on earnings. The studies being criticized employed a model of income determination that did not take into account the fact that trainees were induced to join the program because they were having difficulty finding or holding adequate jobs. The basic technique used in this paper was to compare actual post-training earnings of trainees to the earnings of a control group whose earnings potential at the time of initiation of training was identical to that of the participants. In order to compare the two groups, a model of income determination was specified and estimated using regression analysis. Since it was not possible to identify trainees in the CWHHS or to obtain a reliable measure of unemployment and loss of job tenure in the summary earnings records, the estimation procedure was based on knowledge of the simple correlations among the variables. (Author/MV)

ED 137 331

TM 006 131

Shantz, Carolyn Uhlinger

Generality and Correlates of Egocentrism in Children. Final Report.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Sep 76

Grant—HD-07369

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age Differences, \*Children, \*Correlation, \*Egocentrism, Elementary Education, Factor Analysis, Intelligence Tests, Predictive Validity, Sex Differences, Social Behavior, Socioeconomic Status, Task Performance, Test Reliability, \*Tests, Test Validity, \*Validity  
Identifiers—Piagetian Theory

This study seeks evidence for the validity of the concept of egocentrism in children. Three standard egocentrism tests are intercorrelated to determine the degree to which they appear to be measuring a single construct (convergent validity); whether the three tasks intercorrelate more than they do with a theoretically unrelated task (discriminant validity); whether test performance relates to social status variables of peer-nominated leadership and popularity (concurrent validity); and the relation between egocentrism and a theoretically necessary attentional skill, decenteration. Performance is evaluated in relation to socioeconomic status, sex, and age (ages 6 through 9) to determine the level and variability in egocentric functioning of children in combinations of these variables. (Author/MV)

ED 137 332

TM 006 132

Golub, Lester S.

Evaluation Design and Implementation of a Bilingual Education Program, Grades 1-12. Spanish/English.

Pub Date (Apr 77)

Note—59p; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Academic Achievement, Biculturalism, \*Bilingual Education, Educational Innovation, \*Elementary Secondary Education, \*Evaluation Methods, Formative Evaluation, Needs Assessment, Program Attitudes, \*Program Development, \*Program Evaluation, Puerto Ricans, School Districts, \*Spanish Speaking, Student Testing

The design and outcome of a bilingual education program evaluation emphasizing the instructional and attitudinal variables of the bilingual education program presently in operation is described. The purpose of this program evaluation emphasizing needs assessment is to gather base-line data for continued evaluations in the following years. The instruments and procedures are being refined for a follow up evaluation in the Spring of 1977. Other bilingual education programs can adapt this design to their needs. (Author/RC)

ED 137 333

TM 006 133

Milczarek, Gary J.

Instructional Development Formative Evaluation Design for EPEC.

Ohio State Univ., Columbus. Evaluation Center.

Pub Date Feb 73

Note—132p; Not available in hard copy due to marginal legibility of original document



**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Change, \*Educational Innovation, Educational Programs, Educational Researchers, \*Evaluation, Evaluation Methods, \*Formative Evaluation, \*Instructional Systems, Professional Education, \*Professional Personnel, \*Skills

**Identifiers**—\*Evaluating the Process of Educational Change

In 1970 the Ohio State University Evaluation Center was funded by the Office of Education to design, operationalize, and implement a Model Training Project in Educational Evaluation. Of central importance was the generation of high quality, transportable instructional systems which were the responsibility of the Evaluation Center's Instructional Development (ID) Unit. This paper presents the ID Unit's design for the third developmental test of an instructional system called EPEC (Evaluating the Process of Educational Change). The EPEC instructional system provides participants opportunities to acquire knowledge, skills, and techniques for evaluating the installation of an educational innovation. The design calls for nine modules, approximately three hours each in length. Emphasis of the entire design is on participants practicing process evaluation skills. (RC)

**ED 137 334** TM 006 134

**Hummel, Thomas J. Johnston, Charles B.**  
**Sequential Experimentation: Comparing Stochastic Approximation Methods Which Find the "Right" Value of the Independent Variable.**

Minnesota Univ., Minneapolis. Coll. of Education.

Report No.—ECDO-R&D-R-1977-2

Pub Date [Apr 77]

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Computer Programs, \*Educational Experiments, Formative Evaluation, \*Measurement Techniques, \*Research Design, Research Methodology, \*Sequential Approach, Statistical Analysis, Time

**Identifiers**—\*Stochastic Approximation

This research investigates stochastic approximation procedures of the Robbins-Monro type. Following a brief introduction to sequential experimentation, attention is focused on formal methods for selecting successive values of a single independent variable. Empirical results obtained through computer simulation are used to compare several formal stochastic approximation techniques and "stopping rules". Marked differences were found between the five approximation procedures studied. One procedure using a "finite memory" had utility. Two procedures suggested in the literature were impractical under various conditions. (Author)

**ED 137 335** TM 006 135

**Schwartz, Henrietta And Others**

**The Use of Multiple Research Methodologies to Evaluate an Inservice Curriculum.**

Roosevelt Univ., Chicago, Ill. Coll. of Education.

Pub Date 15 Mar 77

Note—71p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Content Analysis, Cost Effectiveness, \*Curriculum Evaluation, Data Collection, Demography, \*Evaluation Methods, Formative Evaluation, History, \*Inservice Teacher Education, Interviews, Management, Models, Needs Assessment, Observation, Program Descriptions, \*Program Evaluation, Psychometrics, Research Design, \*Research Methodology, \*School Cares, Summative Evaluation, Urban Schools

**Identifiers**—Ethnography, Teacher Corps, Transactional Evaluation

The preliminary results of four of six research methodologies used to evaluate a professional development curriculum in an urban school are described and reported. The paper begins with a discussion of the social systems model underlying the project, a brief summary of the transactional evaluation scheme used to direct research efforts, a description of the inservice teacher education component of the program, and then an explanation

and preliminary report of the findings of each of the four methodologies. Each methodology is analyzed in terms of the data it yields, its generation of research questions, and its contribution to general and specific bodies of knowledge. The four methodologies covered in order are: (1) Quantitative and Psychometric Analysis, (2) Ethnographic Analysis, (3) Historical, and (4) Managerial Analysis. The two methodologies not reported here, but used in the project, are the Comparative Case Study approach and the Classroom Learning Environments Studies. The paper concludes with a discussion of the cost benefits of the four methodologies under consideration. Finally, the implications for assessing complex programs in other areas are presented. (Author/RC)

**ED 137 336** TM 006 136

**Hill, Richard K.**

**Conducting Linear Regression Analysis When Observations Have Varying Standard Errors of Measurement.**

Pub Date [Apr 77]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Educational Assessment, \*Multiple Regression Analysis, \*School Districts, \*Standard Error of Measurement, State Programs, \*Statistical Analysis, \*Test Interpretation

**Identifiers**—California Assessment Program

An assumption underlying multiple linear regression is that the standard error of measurement is equal for all observations. The literature has not addressed the procedures to be used when this assumption is violated. It was clear that data analysis to be performed on districts in California would severely violate this assumption, since district mean scores were to be the criterion, and districts vary tremendously in size. The statistical techniques that were developed to conduct these analyses are described. (Author)

**ED 137 337** TM 006 138

**Rudner, Lawrence M.**

**An Approach to Biased Item Identification Using Latent Trait Measurement Theory.**

Pub Date [Apr 77]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Bias, Criteria, Culture Free Tests, \*Item Analysis, Item Banks, \*Mathematical Models, Probability, \*Test Bias, True Scores

**Identifiers**—\*Item Characteristic Curve Theory, Latent Trait Theory

Because it is a true score model employing item parameters which are independent of the examined sample, item characteristic curve theory (ICC) offers several advantages over classical measurement theory. In this paper an approach to biased item identification using ICC theory is described and applied. The ICC theory approach is attractive in that it, (1) appears to be sensitive largely to cultural variations in the trait gauged by test items, (2) does not assume total scores to be valid indicators of true ability, (3) places the identified degree of item bias on a quantified metric, and (4) is applicable to items of sufficiently varying degrees of difficulty. While sensitive to some factors other than item bias, namely, local independence, item inappropriateness and poor parameter estimates, the approach may prove useful to the measurement field. (Author/RC)

**ED 137 338** TM 006 139

**Pecorella, Patricia A. Bowers, David G.**

**Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report III. Multivariate Predictions of Organizational Performance Across Time.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Jan 76

Contract—N00014-76-C-0362

Note—109p.; For related document, see ED 132 160

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Accounting, Cost Effectiveness, Efficiency, \*Human Resources, Industry, Management, Manpower Utilization, Measurement, \*Multiple Regression Analysis, Organizational Development, \*Organizational Effectiveness, \*Performance, Performance Criteria, Prediction, \*Productivity, Statistical Analysis, Surveys

Multiple regression in a double cross-validated design was used to predict two performance measures (total variable expense and absence rate) by multi-month period in five industrial firms. The regressions do cross-validate, and produce multiple coefficients which display both concurrent and predictive effects, peaking 18 months to two years subsequent to the first wave of survey measurement. Some evidence of reciprocal causation occurs for absence rate. The human organization characteristics display remarkable constancy across the years separating Waves 1 and 2 of survey measurement. No evidence of curvilinearity was found. It is concluded that the value attribution steps, necessary for a current value human resource accounting system, may be safely attempted. (Author)

**ED 137 339** TM 006 140

**Mowseian, Richard Holley, Steven I.**

**Reliability and Validity of the CMI by Sex, Ethnicity and Time.**

Pub Date [Apr 77]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Caucasian Students, Cultural Differences, Grade 8, Junior High Schools, Maturity Tests, \*Mexican Americans, Occupational Tests, Rural Youth, Sex Differences, \*Test Reliability, \*Test Validity, \*Vocational Maturity

**Identifiers**—\*Career Maturity Inventory (Crites)

Crites' Career Maturity Inventory (CMI) was administered to rural eighth grade Anglo and Mexican-American students. Test-retest reliability, internal consistency, and validity are reported by sex and ethnicity. Data analyses indicate that questions may be raised regarding Crites' postulated monotonic relationship of career maturity to grade and Competency Test scale reliability. Another finding was that career maturity is considerably lower for Mexican-American students than Anglo students and that both groups responded differently than did the norm group reported in the CMI Manual. It is concluded that caution should be employed when using the CMI with rural eighth grade youth. (Author)

**ED 137 340** TM 006 141

**Magidon, Jay**

**Partitioning a Control Group to Achieve Appropriate Comparison Subgroups for Assessing Program Impacts on Completers and Non-completers.**

Pub Date [Apr 77]

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Attrition (Research Studies), Career Education, \*Control Groups, Discriminant Analysis, Experimental Groups, Mathematical Models, Nonparametric Statistics, Predictor Variables, Probability, Program Effectiveness, \*Program Evaluation, \*Research Problems, \*Statistical Analysis

In evaluation research studies, it often occurs that several program participants (experimental) drop out of the program prior to completion. Since noncompleters generally differ substantially from completers in many respects, a control group which originally was representative of the participant group will most likely not be representative of either the completers or non-completers considered separately. This paper presents a maximum likelihood procedure for partitioning a control group in such a situation into separate comparison subgroups for assessing program impacts on completers and non-completers. The approach was used in evaluating the Mountain Plains Career Education Program. (Author)

ED 137 341 TM 006 142

Denham, Carolyn H.  
**Score Reporting and Item Selection in Selected Criterion Referenced and Domain Referenced Tests.**

Pub Date [Apr 77]

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classification, \*Criterion Referenced Tests, Educational Objectives, \*Elementary Education, \*Item Analysis, Mathematics, Models, Norm Referenced Tests, Reading Tests, Scores, Test Construction, \*Test Interpretation

Identifiers—\*Domain Referenced Tests

Twelve tests of reading and math at the elementary level are classified according to a model which makes a distinction between criterion and domain tests. Score reporting and item analysis techniques are discussed. It is argued that most objectives-referenced tests do not specify their domains sufficiently to make interpretations more general than the test items themselves. (Author)

ED 137 342 TM 006 143

Pelavin, Sol H. David, Jane L.  
**Evaluating Long-Term Achievement: An Analysis of Longitudinal Data from Compensatory Education Programs.**

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—EPRC-4537-15

Pub Date Mar 77

Contract—300-76-0025

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Gains, Achievement Tests, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, \*Longitudinal Studies, Program Effectiveness, \*Program Evaluation, Student Testing, \*Time

Identifiers—Elementary Secondary Education Act Title I

Several sets of data are analyzed, all of which demonstrate that estimates of achievement rates can differ dramatically when different time periods are used for an evaluation of a compensatory education program. Specifically, it is found that including the summer months in an evaluation often considerably reduces estimates of achievement and hence monthly achievement rates. In other words, achievement gains made during the school year are not sustained, even until the next fall. These findings are consistently supported by the data regardless of the standardized achievement test used, the grade level, the subject area, or the program. An evaluation of a one-year program should at least take account of fall-to-fall achievement. For multi-year programs, evaluations should be based on a time period that includes the summer following each year of the program. Including the following summer in an evaluation will allow the conclusion to reflect the extent to which student achievement is sustained and will, therefore, provide more useful information to those concerned with improving programs. (RC)

ED 137 343 TM 006 144

Macready, George B. Dayton, C. Mitchell  
**Statistical Comparisons Among Hierarchies Based on Latent Structure Models. Research Monograph 77-1.**

Maryland Univ., College Park. Dept. of Measurement and Statistics.

Pub Date Apr 77

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Goodness of Fit, \*Hypothesis Testing, \*Mathematical Models, Probability, Role Conflict, Standard Error of Measurement, \*Statistical Analysis, Tests of Significance, True Scores

Identifiers—Domain Referenced Tests, \*Latent Structure Analysis

A probabilistic hypothesis testing procedure to assess the fit of hypothesized hierarchical structures

for test item data is discussed. Statistical procedures are presented which are useful for evaluating the fit of data of a certain class of probabilistic models. These models apply to sets of dichotomous (0,1) responses for which there are posited to exist a priori dependence structures. Examples of relevant types of data are success/failure patterns from Piagetian tasks, learning hierarchies, and domain referenced tests, as well as agree/disagree responses from attitude tests. (Author/RC)

ED 137 344 TM 006 145

Denson, Teri A.

**Three Measures of Cognitive Style: Characteristics, Factor Structure, and Implications for Researchers.**

Pub Date [Apr 77]

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Cognitive Style, Factor Analysis, \*Factor Structure, \*Group Tests, Item Analysis, Junior High Schools, Junior High School Students, Locus of Control, \*Psychometrics, Test Reliability

Identifiers—Group Embedded Figures Test, Nowicki Strickland Locus of Control Scale, Sutton Smith Rosenberg Impulsivity Scale

Cognitive style research is hindered by a variety of poorly described measures and style classifications and the use of small samples. This study described and compared three group measures of impulsivity/reflectivity, internal/external locus of control; and field dependence/independence to determine the distribution characteristics, psychometric properties, and underlying factor structure of all three instruments, using responses from 274 male and female seventh grade students. Results indicated a need for psychometric refinement of measures and suggest revision of current notions of the factor structure of the domain. (Author)

ED 137 345 TM 006 146

Kolen, Michael J. And Others

**Methods of Smoothing Double-Entry Expectancy Tables Applied to the Prediction of Success in College. Research Report No. 91.**

Iowa Univ., Iowa City. Evaluation and Examination Service.

Pub Date Mar 77

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*College Entrance Examinations, College Freshmen, \*Expectancy Tables, \*Grade Point Average, \*Higher Education, Multiple Regression Analysis, Prediction, Predictor Variables, Probability, Secondary Education, \*Statistical Analysis, \*Success Factors

Identifiers—ACT Assessment Program, \*Smoothing Methods

Six methods for smoothing double-entry expectancy tables (tables that relate two predictor variables to probability of attaining a selected level of success on a criterion) were compared using data for entering students at 85 colleges and universities. ACT composite scores and self-reported high school grade averages were used to construct expectancy tables based on data for students entering each institution in 1969-1970. Tables were constructed using two levels of success—"C or better" and "B or better" first semester grade point averages. The tables were smoothed using each method and evaluated according to how closely the smoothed tables corresponded to observed data at the same institutions in 1971-72 and in 1972-73. The smoothed tables were more accurate than those based on 1969-70 observed relative frequencies. A linear regression of observed relative frequency on predictor value was most accurate; two extensions of an isotonic regression method were nearly as accurate. A commonly used regression method was found to be less accurate than most other methods. (Author)

ED 137 346 TM 006 147

Wright, William J. Sachse, Thomas P.

**Payouts of Adversary Evaluation.**

Pub Date [Apr 77]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Evaluation Methods, Models, \*Program Evaluation, Questionnaires

Identifiers—\*Adversary Evaluation

The advantages of the adversary evaluation model are argued. Adversary evaluation utilizes a judicial, argumentative approach and promotes the use of multiple types and sources of data. It grants an investigative license to dig out the data to a greater extent than more traditional approaches. Some of the payoffs of the adversary approach are: (1) the critical input of colleagues is considered at the most opportune time—prior to actual investigation; (2) the inclusion of provocative questions which address the real issues of various subgroups is encouraged, resulting in the selection or development of higher quality instruments; (3) the model explicitly encourages the use of qualitative as well as quantitative information; (4) it grants the freedom of investigative license; (5) because polar positions are represented, people feel that issues they believe to be important are not overlooked; and (6) the model provides a built in meta-evaluation. (RC)

ED 137 347 95 TM 006 148

Temme, Lloyd V.

**Fifteen Years After High School: The Impact of the Adolescent Social System on Subsequent Occupational Achievement. Executive Summary.**

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Grant—NIE-G-74-0006

Note—15p.; For a related document, see ED 117 263

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Adolescents, Data Analysis, Data Collection, \*Followup Studies, Longitudinal Studies, \*Occupational Information, Research Methodology, Social Systems

Identifiers—\*Coleman Report

The project had three objectives: (1) to examine from a multi-disciplinary perspective the theoretical and operational meanings of the concept occupation, to develop a conceptualization which could synthesize the major emphases extant in several disciplines and to develop reliable measures of occupational characteristics consistent with the new conceptualization and practically usable with common occupational classification systems; (2) to provide support for the continuation of field work and data preparation for the follow-up study of men and women first interviewed by James Coleman in 1957 for his study, "The Adolescent Society," to initiate new field work to conduct telephone interviews with the subjects of the Coleman study who had not previously responded to mailed questionnaires, to develop machine-readable life history portfolios containing information about life experiences which had occurred since the initial data collection, and to combine the newly collected data with data collected prior to the grant for this project, thus completing all data collection procedures; and (3) to analyze the resulting matched-merged longitudinal data file and synthesize findings pertaining to long-term consequences of adolescent social systems within the tradition initiated by Coleman. (Author/RC)

ED 137 348 TM 006 149

Shaw, James B. McCormick, Ernest J.

**The Prediction of Job Ability Requirements Using Attribute Data Based Upon the Position Analysis Questionnaire (PAQ). Technical Report No. 1.**

Purdue Univ., Lafayette, Ind. Dept. of Psychological Sciences.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Oct 76

Contract—N00014-76-C-0274

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Ability, Cognitive Tests, Factor Analysis, \*Job Analysis, \*Job Skills, Perception Tests, Personnel Selection, Prediction, Predictive Ability (Testing), Psychomotor Skills, Questionnaires, \*Test Validity, Vocational Aptitude

# Identifiers—General Aptitude Test Battery, \*Position Analysis Questionnaire

The study was directed towards the further exploration of the use of attribute ratings as the basis for establishing the job component validity of tests, in particular by using different methods of combining "attribute-based" data with "job analysis" data to form estimates of the aptitude requirements of jobs. The primary focus of the study related to the use of attribute data for deriving estimates of requirements for psychomotor tests, since the previous use of attribute data with such tests had proved to be ineffective. Twenty-one methods of combining these two sets of data were investigated. The findings generally confirm the results of the previous study using such attribute data in indicating reasonably satisfactory prediction with cognitive tests, moderate prediction with perceptual tests, and poor prediction in the case of psychomotor tests. There were however, some variations in the effectiveness of the different methods in predicting aptitude requirements, with some of the methods being differentially effective in the prediction of such requirements with different types of tests. (Author/RC)

ED 137 349 TM 006 150

Siracuse, Kathleen

## Measuring the Achievement of Groups in Compensatory Education: An Alternative Testing Framework.

Pub Date [Apr 77]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Achievement Tests, \*Compensatory Education, \*Criterion Referenced Tests, \*Diagnostic Tests, \*Group Tests, \*Item Banks, \*Item Sampling, Language Programs, Norm Referenced Tests, Norms, Reading Programs, School Districts, Secondary Education, Secondary School Mathematics, Standardized Tests, Student Testing, Test Construction, Testing Problems, Testing Programs, Test Interpretation

An achievement testing framework is being developed by the Los Angeles Unified School District to assess the educational progress of 14,000 secondary level compensatory education students with something other than standardized tests. The technique of multiple matrix sampling was applied to the use of large item domains in the subject area of reading, mathematics, and language development. The domains of items were built locally on "content maps" which describe the skills actually taught in the compensatory education program. The process of constructing such frameworks is transportable to other programs. The possibility of obtaining normative data from the framework is being explored. (Author)

ED 137 350 TM 006 151

Bortin, Barbara H.

## Bilingual Program Evaluation: Processes and Problems.

Pub Date [Apr 77]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bilingual Education, \*Evaluation Methods, \*Program Evaluation

This paper is addressed to administrators and evaluators in school districts which are initiating bilingual education programs in compliance with a U.S. Supreme Court decision. Major evaluation problems are described and remedies suggested. Each step in the sequence, from needs assessment through final report, is discussed and illustrated. The objective is to share Milwaukee's long experience (since 1969) in bilingual program evaluation with other districts, and to forearm by forewarning. (Author)

ED 137 351 TM 006 152

## Hunter, John E. Schmidt, Frank L. Fairness of Selection Tests: A Critical Analysis. Professional Series 76-5.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Sep 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Culture Free Tests, \*Ethics, \*Minority Groups, \*Personnel Selection, \*Statistical Analysis, \*Test Bias

The first section of this paper defines three incompatible ethical positions in regard to the fair and unbiased use of psychological tests for selection in minority and majority groups. Also in this section, five statistical definitions of "test fairness" are reviewed and examined critically for technical, logical, and social weaknesses. In the second section of the paper, the various statistical definitions are shown to correlate with specific ethical positions, and the technical, logical, and social problems of each statistical model-ethical position combination are delineated. It is concluded that it is difficult, if not impossible, to predict at the present time which model will ultimately prove most acceptable to the American people. (Author)

ED 137 352 95 TM 006 153

Pelavin, Sol H. David, Jane L.

## An Analysis of Longitudinal Data from Compensatory Education Programs.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Contract—300-76-0025; 400-75-0066

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); For a related document, see TM 006 143

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Achievement Gains, \*Compensatory Education Programs, Disadvantaged Youth, \*Longitudinal Studies, Program Effectiveness, Program Evaluation, Reading Achievement, Reading Programs, Student Testing, \*Time Identifiers—Elementary Secondary Education Act Title I

The judgment of whether or not a city's Title I reading program is a success is dependent upon the length of time used in the evaluation. This study's findings that estimates of achievement rates and judgments of success were dramatically affected by the length of time used in the evaluation was consistent across all the compensatory education programs investigated. Specifically, the inclusion of the summer months in an evaluation often reduces considerably estimates of achievement and hence monthly achievement rates. In other words, achievement gains made during the school year were not sustained even until the next fall. These findings are based on analysis of matched, longitudinal samples containing over 8,700 students and are unaffected by grade level, the subject area, the program, the standardized achievement test or the metric used in the analysis. (RC)

ED 137 353 TM 006 154

Lunneborg, Clifford E. Lunneborg, Patricia W.

## Is There Room for a Third Dimension in Vocational Interest Differentiation?

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Mar 77

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Graduates, \*College Majors, \*Discriminant Analysis, Factor Analysis, \*Factor Structure, Higher Education, \*Interest Tests, Secondary Education, Vocational Counseling, \*Vocational Interests

Identifiers—ACT Interest Inventory, Vocational Interest Inventory

Discriminant function analyses involving two vocational interest inventories (ACT Interest Inventory and Lunneborg's Vocational Interest Inventory) to differentiate majors of college graduates supported the definition of three dimensions: Business Contact vs. Science, Business Detail vs. Arts, and Service vs. Technical. This common structure between groups emerges only under rotation and is consistent with factor analytic results for differences among people. The implementation of such a three dimensional scheme for counseling high school students is illustrated. At the theoretical level these results support the position that the structure of vocational interests is more complicated than postulated by the circu-

lar orderings of Roe and Holland or by the appealing bipolar dimensions of Data/Ideas and People/Things. (Author)

ED 137 354 TM 006 155

Gavin, Anne T. Martin, Charles G.

## A Procedure for Estimating the Unique Contribution of Each Component of a Composite Test: Uniqueness Analysis of Test 500. Technical Memorandum 76-8.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date May 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Aptitude Tests, Correlation, \*Occupational Tests, Scores, \*Statistical Analysis, \*Test Reliability, Test Validity, True Scores, Weighted Scores

Identifiers—\*Composite Tests, Professional Administrative Career Exam Test 500, Test Score Variance, \*Uniqueness Analysis

A procedure for estimating the degree to which a subtest uniquely contributes to total test performance is presented and discussed. Uniqueness analysis may be appropriately applied to any composite measurement instrument such as a multitest or a multitest battery to assess the unique contribution of each component to the total test. The presentation in this report is in terms of the applicability of these procedures to Test 500 of the Professional and Administrative Career Examination. Uniqueness analyses were conducted on each series of Test 500 administered competitively in FY 75. The results for each of the five subtests, showing the degree to which subtest variance can be attributed to error, overlap, and unique sources, and indicating the potential unique validity of each subtest are presented by test series. (Author)

ED 137 355 TM 006 156

Wise, Laurens L.

## The Fight Against Attrition in Longitudinal Research.

Pub Date [Apr 77]

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Aptitude, \*Attrition (Research Studies), Bias, Cost Effectiveness, Followup Studies, \*Longitudinal Studies, Questionnaires, Research Design, Research Problems, Socioeconomic Status, Surveys

Identifiers—Project TALENT

The follow-up of participants in a longitudinal survey can be difficult and expensive. This paper reviews the experiences of Project TALENT's 11-year follow-up survey of 400,000 individuals tested as high school students in 1960 and the experiences of follow-ups in other longitudinal studies. Methods for minimizing sample attrition and detecting and correcting for nonresponse bias are discussed. A description of the methods used to locate mail survey nonrespondents is included along with analysis of the cost effectiveness of each method. The results of the efforts to reduce attrition and correct for nonresponse bias are analyzed in terms of a measure of general academic aptitude and an index of socioeconomic status. (Author)

ED 137 356 TM 006 157

Halinski, Ronald S. Vogel, Ross E.

## Educational and Institutional Effects of Awarding Credit for the CLEP General Examination in Mathematics.

Pub Date [Apr 77]

Note—9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 1977).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Ability, Academic Achievement, \*Administrative Policy, \*College Credits, \*College Mathematics, \*Equivalency Tests, \*Higher Education, Institutional Research

Identifiers—\*College Level Examination Program

The major purposes of the study were to determine (1) the extent to which students receiving College Level Examination Program (CLEP) credit in mathematics pursue courses in the disciplines, (2) their achievement in advanced mathematics courses compared to other students



of similar academic ability, and (3) the potential loss of course credit hours which otherwise may have been generated. It was found that the policy for awarding credit was educationally sound and the potential loss of course credit hours was probably no more than 20 per cent of the total awarded. (Author/RC)

**ED 137 357** TM 006 158  
Computers and Testing: Steps Toward the Inevitable Conquest. Professional Series 76-1.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Sep 76

Note—45p.; A Symposium held at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 31, 1975); Not available in hard copy due to marginal legibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bayesian Statistics, \*Computer Oriented Programs, Computer Programs, Guessing (Tests), \*Item Analysis, \*Item Banks, Mathematical Models, Multiple Choice Tests, Probability, Response Style (Tests), Scoring, Simulation, \*Testing, Test Validity  
Identifiers—Bayesian Tailored Testing, Latent Trait Theory, \*Tailored Testing, Urry Item Parameterization Technique

This pamphlet reprints three papers and an invited discussion of them, read at a Division 5 Symposium at the 1975 American Psychological Association Convention. The first paper describes a Bayesian tailored testing process and shows how it demonstrates the importance of using test items with high discrimination, low guessing probability, and a uniform (rectangular) distribution of difficulty. The second paper describes a relatively easy, inexpensive, and reliable method of estimating these three item parameters. The procedure assumes that the underlying ability is normally distributed. Data were examined to determine the reasonableness of the assumption. The third paper reports the results of two simulation studies evaluating the effectiveness of the parameterization technique, showing that the procedure works well under "standard" conditions (at least 2000 cases and 100 items) and is adequate with 1000 cases and 60 items. The discussion paper points out that accurate estimations of item parameters are essential to successful tailored testing; compares the Bayesian technique with parameterization based on maximum likelihood estimates; and concludes that there is now no apparent obstacle to successful operational tailored testing. (Author)

**ED 137 358** 95 TM 006 159  
Reznovic, Victor

The Secondary Analysis of the Cali Project.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Contract—NIE-C-74-0015

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Data Analysis, \*Evaluation Methods, Measurement Techniques, \*Program Evaluation

Identifiers—Project Cali, \*Secondary Analysis  
The Project on Secondary Analysis at Northwestern University is funded to (1) test and develop new methods of evaluating educational programs, and (2) reanalyze existing evaluation data to assure that estimates of program effects are as unbiased and unequivocal as possible. This paper examines the topic of secondary analysis and describes some of the strategies that have been applied to Project Cali data. Project Cali is an intervention project designed to evaluate the impact of increased nutrition, remedial education, and medical care of malnourished children. Aspects of this data base which make it ideal for secondary analysis are described. The results of several of these techniques are presented in terms of their significance in interpreting the Cali program and in terms of their importance with respect to methodological issues related to evaluation research. (RC)

**ED 137 359** TM 006 160  
Strasler, Gregg M. Raeth, Peter G.  
An Internal Consistency Estimate for Criterion-Referenced Tests.

Pub Date [Apr 77]

Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 1977)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Computer Programs, \*Criterion Referenced Tests, Multiple Choice Tests, \*Test Reliability

The study investigated the feasibility of adapting the coefficient  $k$  introduced by Cohen (1960) and elaborated by Swaminathan, Hambleton, and Algina (1974) to an internal consistency estimate for criterion referenced tests in single test administrations. The authors proposed the use of  $k$  as an internal consistency estimate by logically dividing criterion referenced tests into two subtests, each tapping mirrored behavioral levels and content areas. Using a computer program developed by the second author, results were tabulated on 93 seventh graders in an experimental study involving a series of multiple-choice tests in the areas of ecology and geometry. (Author/RC)

**ED 137 360** TM 006 161  
Weiss, David J., Ed.

Applications of Computerized Adaptive Testing. Proceedings of a Symposium presented at the Annual Convention of the Military Testing Association (18th, October 1976). Research Report 77-1.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Mar 77

Contract—N00014-76-C-0243; N00014-76-C-0244; N00014-76-C-0627

Note—64p.; Symposium presented at the Annual Convention of the Military Testing Association (18th, October 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Ability, Achievement Tests, Bayesian Statistics, Branching, \*Computer Oriented Programs, Criterion Referenced Tests, Cutting Scores, Decision Making, Item Analysis, Mathematical Models, Measurement, Military Service, Performance Tests, Response Style (Tests), Scoring, Sequential Approach, Test Bias, \*Testing, Testing Problems, Test Interpretation, Test Validity

Identifiers—Adaptive Testing, Item Characteristic Curve Theory, Latent Trait Theory

This symposium consists of five papers and presents some recent developments in adaptive testing which have applications to several military testing problems. The overview, by James R. McBride, defines adaptive testing and discusses some of its item selection and scoring strategies. Item response theory, or item characteristic curve theory, is also described. In the second paper, James B. Symon explicated the role of latent trait theory in measurement for criterion prediction and in criterion referenced measurement. C. David Vale then discusses the use of adaptive testing procedures to make ability classification decisions (i.e., cutting score decisions). In the fourth paper Steven M. Pine argues that a major problem in current efforts to develop less biased tests is an over-reliance on classical test theory. Item characteristic curve theory is offered as a more appropriate measurement model. In the final paper by Isaac I. Bejar, two relatively recent developments in psychometric theory, the assessment of partial knowledge and research in adaptive testing, are reviewed. (RC)

**ED 137 361** TM 006 162  
Ligon, Glynn And Others

A Study of the Relationship Between Affective and Achievement Measures.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date [Apr 77]

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, \*Achievement Tests, Affective Objectives, \*Af-

fective Tests, Black Students, Caucasian Students, \*Compensatory Education Programs, Correlation, Elementary Secondary Education, Ethnic Groups, Mexican Americans, \*School Attitudes, School Districts, \*Self Concept

The salient role that affective objectives play in compensatory education prompted the study that is the subject of this paper. Analyses were applied to data gathered at the kindergarten, elementary, and secondary levels on four affective instruments and four achievement measures over a two-year period. Relationships found on the first year's data were positive but very small, although significance was reached in some comparisons, partially as a result of the large sample sizes. Additional analyses were carried out using entry-level California Achievement Test (CAT) and affective measures as predictors for end-of-year CAT scores. Further analyses are proceeding on the following year's data. (Author/RC)

**ED 137 362** TM 006 163

Gohring, Ralph Chiarelli, Leigh

The Use of a Simulation Game to Assess and Influence the Leadership Styles of Elementary Principals: The Principal Game.

Pub Date [Apr 77]

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Decision Making, \*Educational Games, Elementary Education, \*Formative Evaluation, \*Leadership Styles, \*Principals, Simulation

Identifiers—\*Principal Game

Results are reported of research to test whether a simulation game can be used to identify and to influence the leadership styles practiced by elementary school principals. The design assesses whether principals can become more skillful decisionmakers through heightened awareness of their leadership styles. The research and educational implications of the study contribute to "middle range" theorizing. Application lies between general managerial and systems theory, and the day-to-day decisionmaking of the elementary school principal. "The Principal Game" simulation, and the research surrounding it, represent an attempt to bridge the gap between theory and practice. (Author)

**ED 137 363** TM 006 164

Rudner, Lawrence M.

A Closer Look at Latent Trait Parameter Invariance.

Model Secondary School for the Deaf, Washington, D.C.

Pub Date [May 77]

Note—17p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Manchester, New Hampshire, May 4-7, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Ability, \*Cognitive Measurement, Error Patterns, \*Mathematical Models, \*Measurement, Probability, Response Style (Tests), Testing

Identifiers—Item Characteristic Curve Theory, \*Latent Trait Models, \*Latent Trait Theory

Using conventional mental test theory, item parameters of an aptitude or achievement test vary with each group of examinees, and as such are somewhat limited in their use and interpretation. Within the last 25 years, measurement models have emerged in which item parameters are considered to be invariant. Generically referred to as latent trait mental measurement or item characteristic curve theory, these models have precipitated the development of sophisticated tailored testing techniques which capitalize on the item parameter invariance feature. This paper examines the invariance feature for the Birnbaum 2 and 3 parameter logistic models. The investigation is in two parts, the first theoretical, the second empirical. Even with somewhat inadequate data, the empirical investigation supported the theoretical considerations. (Author/RC)

**ED 137 364** TM 006 165

Hambleton, Ronald K. And Others

Developments in Latent Trait Theory: A Review of Models, Technical Issues, and Applications.

Pub Date [Apr 77]

Note—126p.; Paper presented at a joint meeting of the National Council on Measurement in Education and the American Educational Research Association (New York, New York, April 1977)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Ability, Bayesian Statistics, \*Cognitive Measurement, Computer Programs, Criterion Referenced Tests, Goodness of Fit, \*Mathematical Models, \*Measurement, Probability, Response Style (Tests), Test Bias, Test Construction, \*Testing, Testing Problems, Test Interpretation, Test Items

Identifiers—Item Characteristic Curve Theory, \*Latent Trait Theory, Maximum Likelihood Estimation, Tailored Testing

Latent trait theory supposes that, in testing situations, examinee performance on a test can be predicted (or explained) by defining examinee characteristics, referred to as traits, estimating scores for examinees on these traits and using the scores to predict or explain test performance (Lord and Novick, 1968). In view of the breakthroughs in several testing problem areas brought about by the use of latent trait theory, it is clear that the field of latent trait theory will become increasingly more important to measurement specialists and test practitioners. This paper comprehensively reviews this field and addresses four matters. First, the nature and characteristics of latent trait theory are introduced. Second, a review of many of the technical developments in the field is provided. Third, several promising applications of latent trait models are described. Finally, some additional areas for research and development are suggested. (RC)

ED 137 365 95 TM 006 166

St. Pierre, Robert G. Ladner, Rosamund  
Correcting Covariates for Unreliability: Does It Lead to Differences in an Evaluator's Conclusions?

Abt Associates, Inc. Cambridge, Mass.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Contract—300-75-0134

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Achievement Tests, \*Analysis of Covariance, Compensatory Education Programs, Early Childhood Education, \*Program Evaluation, \*Test Reliability, \*True Scores

Identifiers—Project Follow Through

One specific correction model suggested by Cohen and Cohen (1975) is applied to data collected in the evaluation of a large-scale quasi-experimental program (Project Follow Through), and the effects of different assumptions about test reliability on the analysis results and on the conclusions of the evaluators are examined. The study determines whether the application of reliability or "true score" corrections alters the results obtained via an analysis employing uncorrected covariates in such a fashion as to appreciably change the policy-oriented conclusions of an evaluator. The data on which this paper is based were collected for the 1976 Follow Through evaluation and include measures on a total of over 5,000 children who began the program in kindergarten (Fall 1971) and completed it in third-grade (Spring 1975). Results indicate that application of true-score corrections using three separate reliability estimates to covariates employed on analysis of covariance did not change the conclusions of the Follow Through evaluations. (RC)

ED 137 366 TM 006 167

Evaluation of Title I ESEA Projects, 1975-1976: Technical Reports. Report No. 77124.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date Dec 76

Note—327p.; For related documents, see ED 115 678 and ED 113 385

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—\*Annual Reports, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, \*Program Evaluation, \*School Districts, \*Technical Reports

Identifiers—\*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), \*Philadelphia Pennsylvania School District

Technical reports of individual Title I project evaluations conducted during the 1975-76 school year are presented. The volume contains extensive information about each project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of its objectives. The Title I evaluations contained here are for the following programs: Affective Education, Benchmark, Bilingual Education, Comprehensive Mathematics Projects, Comprehensive Reading Projects, Computer-Managed Instruction, Counseling Services, Creative Dramatics, Education in World Affairs, English as a Second Language—Readiness, English to Speakers of Other Languages, Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Meet the Artist, Motivation, Media Center, Out-of-School Sequenced Science Experiences, School-Community Coordinator, Speech and Hearing, Summer Special Education, Walnut Center, and Young Audiences Intensity Program. (RC)

ED 137 367 TM 006 168

Strasler, Gregg M. And Others  
An Evaluation of a State-Wide Mastery Learning Project in Civil Engineering Technology: Was It Worth It?

Pub Date [Apr 77]

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, \*Civil Engineering, Comparative Analysis, Core Curriculum, \*Curriculum Evaluation, Higher Education, \*Individualized Instruction, Lecture, \*Mastery Learning, Post Secondary Education, Program Evaluation, State Programs

Project CIVTEC was conducted through the Columbia, South Carolina State Board for Technical and Comprehensive Education in cooperation with the National Science Foundation and has developed an individualized instructional approach, based on mastery learning, for eleven core curriculum courses in Civil Engineering Technology. The basic format for each course was a combination of written modules forming a linear progression through a series of related objectives. The written material was broadened by a series of alternate media presentations for students having difficulty understanding the concepts presented in the modules. A state-wide evaluation was conducted in the final year of the project comparing the individualized approach with a more traditional lecture-based approach. (Author/RC)

ED 137 368 TM 006 169

Noe, Michael J. Algina, James  
An Investigation of a Single Administration Estimate of a Criterion-Referenced Reliability Index.

Pub Date [Apr 77]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Computer Programs, \*Criterion Referenced Tests, Simulation, \*Test Reliability, \*True Scores

Single-administration procedures for estimating the coefficient of agreement, a reliability index for criterion referenced tests, were recently developed by Subkoviak. The procedures require a distributional assumption for errors of measurement and an estimate of each examinee's true score. A computer simulation of tests composed of items that were relatively homogeneous in difficulty for each examinee indicates that the coefficient can be adequately estimated using the binomial error model in conjunction with linear regression estimates of true scores. (Author)

ED 137 369 TM 006 170

Buchanan, Aaron D. Milazzo, Patricia A.  
Proficiency Verification Systems: A Large-Scale, Flexible-Use Program for Evaluating Achievement in Mathematics.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date [Apr 77]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, \*Basic Skills, \*Elementary Education, Equivalency Tests, \*Evaluation Methods, \*Management Systems, Mathematics, Reading, School Districts, Spanish Speaking, \*Student Evaluation, \*Student Testing

Identifiers—\*Proficiency Verification Systems

Proficiency Verification Systems (PVS) is a new concept in providing management information about local achievement in basic skills. The program includes a network of assessment and reporting components which can be combined in varied ways to generate proficiency information about individual pupils and groups, for teachers, principals, and school administrators. A key feature is the capability to summarize reports according to use of specific instructional programs, and to provide background results obtained from all users of the system. Initial field testing and revisions began in 1975-76 and continues with over 20,000 pupils in three states. (Author)

ED 137 370 95 TM 006 171

Breland, Hunter And Others

The Cross-Cultural Stability of Mental Test Items. An Investigation of Response Patterns for Ten Socio-Cultural Groups. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-74-2

Bureau No.—BR-3-0658

Pub Date Feb 74

Grant—NE-G-00-3-0116

Note—169p.; For related document, see ED 115 682

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Cognitive Tests, \*Cross Cultural Studies, Cultural Differences, \*Ethnic Groups, \*Item Analysis, Language Styles, Longitudinal Studies, Minority Groups, Secondary Education, Seniors, Sociolinguistics, Statistical Analysis, \*Test Bias

Identifiers—National Longitudinal Study High School Class 1972

A national random sample of over 14,000 high school seniors was studied with respect to socio-cultural differences in responses to cognitive test items. Six different cognitive tests and ten different groups were analyzed. The tests were: vocabulary, picture-number, reading, letter-groups, mathematics, and mosaic comparisons. The groups were: American Indians, Blacks, Mexican-Americans, Puerto Ricans, Other Latin-Americans, Oriental-Americans, White Northeastern, White North Central, White Southern, and White Western. Proportions of each group responding correctly to each item of each test were computed and then transformed to an interval scale of delta-values. The delta-values for the White North Central group were then cross-plotted with each of the other groups to yield an elliptical pattern of points for each comparison. The major axis of the ellipse for each cross-plot was determined and the distance of each item-point from it computed. These distances were used to create a vector index of cross-cultural stability. Items having notable patterns of instability were examined closely for factors which might explain such an outcome. The greatest instabilities were noted among the vocabulary items. These vocabulary instabilities appeared to be attributable to linguistic differences, primarily those existing between Spanish-speaking groups and other groups. Vocabulary items involving cognates were relatively easier for the Spanish-speaking groups. It was also observed that reading test items having material relevant to black culture was relatively easier for blacks than were other items in the test battery. (Author/MV)

ED 137 371 95 TM 006 172

Borich, Gary And Others

Classroom Observation Data: Is It Valid? Is It Generalizable? A Compendium of Methodological Papers.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Contract—NIE-C-74-0088

Note—92p.; Papers presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Academic Achievement, \*Classroom Observation Techniques, Classroom Research, Effective Teaching, Elementary Education, Junior High Schools, Mathematical Models, Matrices, Reading Achievement, Reading Instruction, \*Reliability, Student Behavior, \*Student Teacher Relationship, \*Teacher Behavior, \*Validity, Video Tape Recordings  
**Identifiers**—CERLI Verbal Behavior Classification System, Classroom Communication Observation System, Flanders Interaction Analysis, Generalizability Theory, Observation Schedule and Record, Spaulding Teacher Activity Rating Schedule, Teacher Child Dyadic Interaction System (Brophy)

The issues discussed in these four papers concern the validity and generalizability of classroom observation instruments. These issues have been studied and are reported here in an attempt to better define the limits to which classroom observation instruments can be used in researching relationships between teacher behavior and student outcome. The premise undergirding these investigations is that before consistent and positive process-product relationships can be found, investigators must be cognizant of the sources of variance which affect the validity and generalizability of their process measures and which, in turn, affect the credibility of their research findings. The four papers are: "Convergent and Discriminant Validity of Five Classroom Observation Systems: Testing the Model" by G. Borich, D. Mallitz, C.L. Kugle, and M. Pascone; "Generalizability of Teacher Behaviors Across Classroom Observation Systems" by D. Calkins, G. Borich, M. Pascone, and C.L. Kugle; "Measuring Classroom Interactions: How Many Occasions Are Required to Measure Them Reliably?" and "Generalizability of Teacher Process Behaviors During Reading Instruction" both by O. Erlich and G. Borich. (RC)

**ED 137 372** TM 006 176  
 Osborn, William C.

**Essential Dimensions of Performance Tests.**  
 Professional Paper 1-77.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-1-77  
 Pub Date Apr 77

Note—9p.; Paper presented at the International Congress of Applied Psychology (18th, Montreal, Canada, August 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Performance Tests, Scoring, Testing, \*Testing Problems, \*Test Reliability, \*Test Validity, Training

Four essential dimensions of a performance test are detailed: directness of test method, type of criterion, standardization of conditions, and objectivity of scoring. For simplicity these factors are described as if each were dichotomous, when in actuality each is a continuum; a test method may be more or less direct, conditions more or less standardized. Moreover, as shown here, the dimensions are depicted as independent, when in practice they are not—for instance, indirect methods of testing are often used to attain objective scoring; and process criteria to achieve standardized conditions. Nevertheless, this simple framework provides a useful analytic tool for developers and users of performance tests. It can guide the development of a test, or be used after the fact to identify weaknesses in existing tests. More generally it defines problem areas confronting the performance testing practitioner—problem areas which must be addressed by research and creative development work if performance tests are to be used reliably and validly. (Author/RC)

**ED 137 373** TM 006 177  
 Frechtling, Joy A. Nyitray, Margot S.

**The Structure and Content of Compensatory Education Programs: A Research Strategy for Evaluating Title I's Effects on Services and Effects on Students.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Academic Achievement, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education,

Evaluation Methods, Individualized Instruction, Mathematics, National Surveys, Program Effectiveness, \*Program Evaluation, Reading Achievement, \*Research Design, School Districts, \*Special Services, \*Student Development Identifiers—\*Elementary Secondary Education Act Title I

A research strategy that the National Institute of Education (NIE) has adopted to obtain information about what Title I of the Elementary and Secondary Education Act is accomplishing toward achievement of two of its objectives is presented. These two objectives are to fund special services to low achieving students in the poorest schools and to contribute to the cognitive, emotional, social, or physical development of participating students. In designing the research, NIE recognized that all of Title I's purposes cannot be addressed within a single research project, using a uniform research strategy. NIE therefore decided to implement separate studies to address each specific purpose of the Title I program. In keeping with this strategy separate studies were undertaken to describe compensatory education services currently being delivered and the effects of these services on children. The study uses data gathered from the research on selected programs to interpret the data on services and to determine, for selected instructional areas, the apparent potential for success of practices in use throughout the country. This paper illustrates the NIE research strategy and presents some preliminary findings from the survey of services. (RC)

**ED 137 374** TM 006 178  
 Dziuban, Charles D. Shirkey, Edwin C.

**Sampling Adequacy and the Semantic Differential.**  
 Pub Date [Apr 77]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Correlation, \*Factor Analysis, Interaction, Matrices, \*Psychometrics, \*Semantic Differential

**Identifiers**—\*Measure of Sampling Adequacy

The Kaiser Measures of Sampling Adequacy (MSA) were derived for a typical six-concept Semantic Differential. The overall indices indicated that both concept and total correlation matrices would lead to comparable decisions regarding the psychometric quality of the sample data sets. The individual MSA's, however, revealed considerable variability for some scales placing several in a range which would make them suspect in a psychometric sense. It was recommended that the concepts of psychometric adequacy be used in determining the efficacy of one's Semantic Differential data for factor analytic procedures. (Author)

**ED 137 375** TM 006 179  
 Wile, Marcia Z.

**External Examinations for Internal Evaluation: The National Board Part I Examination as a Case.**

Pub Date [Apr 77]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Certification, \*Content Analysis, \*Equivalency Tests, Higher Education, \*Medical Education, \*Medical Students, \*Science Curriculum, \*Student Evaluation

**Identifiers**—\*National Board of Medical Examiners Part I Exam

The appropriateness of the National Board of Medical Examiners Part I examination was determined as an internal evaluation of second year students at a midwestern medical school. Review of the June 1974 examination by 37 faculty revealed that 85 percent of the items reflected the content of the second year curriculum with information necessary to answer 60 percent provided in the second year teaching. Two-thirds of the items were first year content-related and 50 percent could be answered on the basis of first year material. The school's faculty used the study data in making policy-changing decisions. (Author/RC)

**ED 137 376** TM 006 180

DeVito, Pasquale J. Long, John V.  
**The Effects of Spring-Spring vs. Fall-Spring Testing Upon the Evaluation of Compensatory Education Programs.**

Pub Date [Apr 77]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Achievement Gains, \*Achievement Tests, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Education, Models, Post Testing, Pretesting, \*Program Evaluation, \*Student Testing, \*Time

**Identifiers**—\*Elementary Secondary Education Act Title I

The impact of achievement testing on a Spring-Spring vs. a Fall-Spring basis in evaluation of compensatory education programs is examined. The effects of the summer vacation period and crossing test levels were examined. Significant decreases in achievement test scores were found, at all grade levels, between Spring and Fall test administrations. Substantially larger decreases were noted when testing levels were crossed. The implications of differences in achievement scores, a function of time and level of testing, are discussed in terms of the RMC Title I evaluation models and the current emphasis placed upon longitudinal examination of compensatory programs. (Author/RC)

**ED 137 377** TM 006 182  
 Lukshus, Anne M.

**School Personnel and Parent Perceptions of the Follow Through Program in Philadelphia.**  
 Spring, 1976. Report No. 7723.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Grant—G007502177

Note—103p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Compensatory Education Programs, Curriculum Evaluation, \*Early Childhood Education, Elementary School Teachers, Models, \*Parent Attitudes, Principals, \*Program Attitudes, Program Effectiveness, Questionnaires, \*School Personnel, Student Development, \*Surveys, Teacher Aides, Teacher Attitudes

**Identifiers**—Pennsylvania (Philadelphia), Philadelphia Pennsylvania School District, \*Project Follow Through

Follow Through teachers, classroom aides, principals, staff developers, and a 10 percent parent sample were surveyed in the spring of 1976 for their opinions and perceptions of various aspects of the Philadelphia Follow Through program. A substantial majority in each category of respondents indicated their respective models were helping pupils' personal, social, and academic development. Parent responses showed a high level of interest and participation. Nearly all stated they were developing a greater interest in their children's schooling, while 80 percent also expressed a concern for furthering their own education. Over 90 percent indicated that they felt comfortable with school personnel and that their opinions were respected. The majority reported they attended school meetings, and 73 percent expressed interest in working at the schools. Parent scholars were rated effective by 50 percent of the teachers, 58 percent of the staff developers, and 69 percent of the principals. Parent volunteers were rated less favorable by teachers, staff developers, and principals. Nearly all aides indicated they assisted in instructing small groups regularly, while 67 percent stated they assisted in the instruction of individual pupils on a regular basis. At least 80 percent of the teachers, principals, and staff developers thought the aides were effective in the classroom. Indications of the program's impact were found in the large percentages of school personnel who reported increased interest in individualized instruction, reaching pupils' homes, and furthering their own education. Respondents also gave the program an overwhelming vote of confidence in response to the question, "Would you like to see the Follow Through Program continued?" All of the staff developers, 83 percent of the teachers,



98 percent of the classroom aides, and 96 percent of the parents answered affirmatively. (Author/RC)

ED 137 378 TM 006 183

Carroll, C. Dennis McKeown, Robin J.  
MANOVA for Longitudinal Designs with Multiple  
Dependent Variables.

Pub Date [Apr 77]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.  
Descriptors—\*Analysis of Variance, Hypothesis Testing, \*Longitudinal Studies, \*Statistical Analysis, Statistical Bias, Tests of Significance  
Identifiers—\*Multivariate Analysis of Variance

The application of a multivariate analytic technique for the analysis of data from longitudinal designs with multiple dependent variables is presented. The technique is the multivariate generalization of univariate repeated measures ANOVA. An application of the technique to data collected using materials from the Asian Studies Curriculum Project is included. The example analysis indicated the technique is viable and should be a useful tool for the methodologist/evaluator. (Author)

ED 137 379 95 TM 006 185

Marston, Paul T., Borich, Gary D.

Analysis of Covariance: Is It the Appropriate Model to Study Change?

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.  
Descriptors—\*Achievement Gains, \*Analysis of Covariance, Comparative Analysis, \*Individual Differences, \*Mathematical Models, Measurement Techniques, \*Post Testing, Pretesting, Raw Scores, Simulation, Standard Error of Measurement, Statistical Analysis, Test Reliability, Tests of Significance, \*True Scores  
Identifiers—Type I Error

The four main approaches to measuring treatment effects in schools; raw gain, residual gain, covariance, and true scores; were compared. A simulation study showed true score analysis produced a large number of Type-I errors. When corrected for this error, this method showed the least power of the four. This outcome was clearly the result of the computational method which adds dependent variable information into the independent variable to form the true score. Covariance analysis was recommended, with reservation, as the method of choice. (Author/MV)

ED 137 380 95 TM 006 186

Marliave, Richard And Others

Alternative Procedures for Collecting Instructional Time Data: When Can You Ask the Teacher and When Must You Observe for Yourself?

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Note—120p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Hard copy not available due to print quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Attention Span, Classroom Environment, \*Classroom Observation Techniques, Comparative Analysis, Correlation, \*Data Collection, \*Educational Researchers, Elementary Education, Elementary School Students, \*Elementary School Teachers, Grade 2, \*Instruction, Mathematics Instruction, Predictive Validity, Reading Instruction, Records (Forms), Reliability, Teacher Behavior, \*Time

Identifiers—Beginning Teacher Evaluation Study  
Records kept by teachers and data collected by trained observers were examined as alternatives for measuring allocated and engaged instructional

time in elementary school classes. The teacher ratings of student engagement did not correlate with observer ratings of engagement, but a high correlation between teacher ratings of engagement and student aptitude was found. However, teacher records of allocated instructional time were judged to be acceptable, using observed data as a criterion. In general, the predictive validity of observational records is higher than that for teacher records, while that of engaged time is higher than that for allocated time. (Author)

ED 137 381 TM 006 187

Nelson, Alice M.

Undergraduate Academic Achievement in College as an Indication of Occupational Success.  
Professional Series 75-5.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Sep 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.  
Descriptors—\*Academic Achievement,

\*Academic Records, College Graduates, Colleges, \*Employment, Grade Point Average, Grades (Scholastic), \*Higher Education, Individual Differences, Literature Reviews, Personnel Selection, \*Predictor Variables, Statistical Analysis, \*Success Factors  
Identifiers—Grade Inflation

The findings and conclusions of an inquiry into the use and value of college academic records as a primary basis for predicting later occupational success are summarized. The inquiry revealed a wide variation in the meaning of grades from school to school. The quality of students accepted by different colleges varies widely. This variation is modified, but not eliminated, by college experiences so that there remain large differences in quality among college graduates. These great differences are masked by the apparent uniformity existing in grading systems among colleges, when in fact grading systems vary widely both between and within colleges. The recent phenomenon of grade inflation has only intensified this masking effect. Because grades vary widely from school to school, grade point average may be of little value in predicting success either in specific occupations or in other adult accomplishments. Although technical inadequacies of much research in this area make conclusions difficult to draw, much empirical evidence implies that grade point average is a poor predictor of later vocational achievement. At the very least, the evidence suggests that no single measure of college achievement should be used alone as a basis for selection decisions. (Author)

ED 137 382 TM 006 188

Shrestha, Gambhir

Second Order Regression Model Applied to 1972-73 Florida Statewide Assessment Program.

Pub Date [Apr 77]

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.  
Descriptors—Academic Achievement, Correlation, \*Educational Assessment, Elementary Education, Grade 6, Mathematical Models, Mathematics, \*Multiple Regression Analysis, \*Predictor Variables, \*School Districts, State Programs, Statistical Analysis

Identifiers—Florida Statewide Assessment Program

A stepwise regression technique was used to analyze assessment data while taking differences in nonschool variables across districts into account. The primary purpose of this investigation was to determine whether the inclusion of quadratic and/or interaction terms in a regression model would improve the prediction of school district average score. Results indicated that interaction and quadratic terms improve the prediction of district averages. The second purpose of the investigation was to illustrate certain concepts of regression techniques while attempting to determine the quadratic and/or interaction effects in the regression model. (Author)

ED 137 383 TM 006 189

Hackman, Judith D. Taber, Thomas D.

A Profile of the Multiple Evaluating Environments within a College.

Pub Date [Apr 77]

Note—72p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Behavior Rating Scales, \*College Environment, College Faculty, \*Colleges, \*College Students, Educational Objectives, \*Evaluation, Evaluation Criteria, Evaluation Methods, \*Failure Factors, Higher Education, Institutional Role, Organizational Development, Organizations (Groups), Racial Differences, Sex Differences, Statistical Analysis, \*Student Behavior, Student Evaluation, \*Success Factors  
Identifiers—College Criteria Questionnaire, \*Multiple Evaluations, Yale College

The paper demonstrates an approach for describing educational organizations in terms of their multiple evaluating environments. A college profile is drawn based on the diverse criteria that students, faculty, administrators, admissions staff, and athletics staff use to assess the success or failure of undergraduates. The relative values that 377 respondents placed on 21 dimensions and 12 types of undergraduate performance are analyzed. Differences and unifying themes in their responses are presented, and the impact of multiple institutional goals on organizational diagnosis and development is discussed. (Author)

ED 137 384 95 TM 006 190

Powell, Marjorie

Necessary Steps to Insure Availability of Data for Secondary Analysis.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.  
Descriptors—Civil Liberties, \*Data, \*Data Analysis, \*Data Bases, \*Data Collection, Information Dissemination, Information Needs, Information Sources, \*Research Needs  
Identifiers—\*Secondary Data Analysis

The increasing cost of data collection, increasing complexity of data analysis procedures, and limited funding for educational research require greater utilization of existing data sets for multiple purposes. At the same time, the problems associated with such access to data require the development of guidelines by the profession which will both alert legislators and regulatory agencies to the problems and concerns of the profession and at the same time provide assistance to members of the profession as they confront issues related to, and specific assistance of, requests for access to data for secondary analysis. Recommendations include those for persons beginning data collection efforts to insure that data can be used for secondary analysis, and for the profession to provide guidelines and mechanisms to make data available. The need for discussion, to clarify all sides of several issues, is emphasized. The establishment of a data bank might serve as a catalyst for such discussion. (Author)

ED 137 385 TM 006 191

Gabriel, Blyth Riegel And Others

An Empirical Examination of Three Models for Estimating the Effects of No-Treatment.

Pub Date [Apr 77]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, \*Achievement Gains, \*Compensatory Education Programs, Control Groups, Criterion Referenced Tests, Elementary Education, \*Mathematical Models, Mathematics, Multiple Regression Analysis, Norm Referenced Tests, Norms, Program Effectiveness, \*Program Evaluation, Reading Achievement, Test Interpretation  
Identifiers—Elementary Secondary Education Act Title I

An evaluation system for use with Elementary and Secondary Education Act (ESEA) Title I programs has been developed by RMC Research Corporation of Mountain View, California under contract with USOE. The system presently ad-

dresses cognitive achievement impact using three statistical designs, each of which may be implemented using either norm referenced or non-normed tests. The reading and mathematics components of the District of Columbia Title I program was evaluated using both types of tests and two of the three models. The third analysis design was initially considered for implementation, but serious violations of its requirements by the data disallowed that model for eventual usage with this year's District of Columbia data. This paper presents a description of the three models and the results derived from implementing two of the three. Additionally, a differential growth rate associated with development as evidenced in the norms tables of various currently used instruments is discussed and potential areas of further research are highlighted. (Author/RC)

**ED 137 386** TM 006 192

Garrison, Wayne M. And Others

The Use of the Rasch Measurement Model in Developmental Analyses of Children's Self-Concept.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; Purdue Research Foundation, Lafayette, Ind.

Pub Date [Apr 77]

Grant—0074-56-12675; R01-MH-19384-02

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Affective Behavior, Analysis of Variance, \*Behavior Change, Elementary Education, \*Elementary School Students, Females, \*Item Analysis, Longitudinal Studies, Males, \*Mathematical Models, \*Self Concept, Self Concept Tests

Identifiers—Piers Harris Self Concept Scale, \*Rasch Model

The utility of the Rasch logistic measurement model in longitudinal analyses of children's self-concept was investigated. Calibration of an 80-item self-concept measure from the responses of 1,000 elementary school children resulted in the identification of 25 items that fit the model. Repeated measures analyses of variance used to assess the effects of an experimental intervention program on changes in individuals' self-concept tended to support the usefulness of the measure in reducing the number of test items needed to measure the latent variable in question. Some evidence on the claim for item subtest equivalence also was obtained. (Author/RC)

**ED 137 387** TM 006 193

Davis, Richard W.

Development of an Appropriate Method for Applying the Semantic Differential to the Measurement of Affective Outcomes of Instruction.

Pub Date [Apr 77]

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Affective Behavior, \*Affective Tests, Course Evaluation, \*Factor Analysis, Factor Structure, Higher Education, Mathematical Models, Reliability, \*Semantic Differential, Statistical Analysis, Tests of Significance, Validity

Identifiers—Canonical Analysis

A method for statistical analysis of semantic differential data in educational evaluation is discussed. Estimated scores for unobserved affective variables are obtained using the canonical factor regression method. This method overcomes previous problems of bias and inefficiency in computing composite affective indices. In an application of the technique, a two-week program of instruction was shown to produce significant changes in affective response to two of the eight concepts tested. (Author)

**ED 137 388** TM 006 194

Brown, Robert D. And Others

Evaluator Credibility and Acceptance as a Function of Report Style: Do Jargon and Data Make a Difference?

Pub Date [Apr 77]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Audiences, Communication (Thought Transfer), \*Credibility, Decision Making, Educational Researchers, \*Evaluation, Information Utilization, Policy Formation, \*Receptive Language, \*Reports, \*Rhetoric, \*Writing

Identifiers—\*Evaluators, Jargon

The impact of professional jargon and data-based statements in evaluation reports on audience responses to an evaluation report and an evaluator's recommendations was examined. Subjects read one of four evaluation reports about testing and grading procedures in a school program. The reports varied in the amount of jargon and data used to justify the recommendations. Ninety-five high school teachers and administrators read one of four short reports, each containing one of the following types of statements: (1) Jargon-Loaded, Objective, (2) Jargon-Free, Objective, (3) Jargon-Loaded, Subjective, and (4) Jargon-Free, Subjective. The Jargon-Loaded reports were rated as more technical than the Jargon-Free reports. The least difficult format was the Jargon-Free Subjective report and the most difficult was the Jargon-Loaded Subjective report. The Subjective reports were rated as more practical and the Jargon-Loaded Subjective reports were rated as less believable than Jargon-Free Objective reports. There were no differences in reactions to the recommendations of the evaluator. The results suggest that the impact of an evaluation report depends upon the style in which it is written. (Author)

**ED 137 389** TM 006 195

Impact and Operational Features of Programs Designed to Modify Disruptive Behavior in the Dade County Public Schools, 1975-76.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date Oct 76

Note—77p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Achievement, \*Alternative Schools, \*Behavior Change, \*Behavior Problems, Counseling Services, Discipline Problems, Educational Alternatives, Educational Programs, High School Students, Junior High Schools, Junior High School Students, Program Effectiveness, \*Program Evaluation, \*Secondary Education, Student Behavior

Identifiers—\*Dade County Florida Public Schools, Florida (Dade County)

The study discussed in this report is intended to describe the operation of two of Dade County, Florida Public Schools programs to modify the behavior of its disruptive students, the Alternative School (excluding the COPE centers) program and the School Centers for Special Instruction. Additionally, data on the impact of the alternative school program on student behavior is presented. Finally, a descriptive profile of the offenses and corrective responses made in the cases of approximately 1,300 recently suspended secondary students is presented. (Author/MV)

**ED 137 390** TM 006 196

Hall, Eugene R. And Others

Training Effectiveness Assessment: Volume I, Current Military Training Evaluation Programs. Final Report.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No—TAEG-R-39

Pub Date Dec 76

Note—46p.; For Volume II, see TM 006 197

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Evaluation, \*Evaluation Methods, Military Service, \*Military Training, \*Program Effectiveness

Identifiers—Air Force, Army, Marine Corps, Navy

A study was conducted to clarify issues and problems involved in the assessment of the effectiveness of military training and to evaluate and recommend objective procedures for determining the effectiveness of Navy training. The study results are reported in two volumes. This volume reviews current military training evaluation programs. Evaluation philosophy, documentation and current practices in the assessment of training effectiveness within the United States Air Force, Navy, Marine Corps, and Army are described. Information is provided concerning strengths and apparent deficiencies of the programs which were in effect between June 1975 and May 1976. (Author/RC)

**ED 137 391** TM 006 197

Hall, Eugene R. And Others

Training Effectiveness Assessment: Volume II, Problems, Concepts, and Evaluation Alternatives. Final Report.

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No—TAEG-R-39

Pub Date Dec 76

Note—53p.; For Volume I, see TM 006 196

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Data Collection, \*Evaluation, \*Evaluation Methods, \*Evaluation Needs, Measurement Techniques, Military Service, \*Military Training, Problems, Program Effectiveness

Identifiers—\*Navy

A study was conducted to clarify issues and problems involved in the assessment of the effectiveness of military training and to evaluate and recommend more objective procedures for determining the effectiveness of Navy training. The study results are reported in two volumes. This volume examines specific problems affecting Navy training evaluation programs. It provides discussions of technical considerations relevant to the conduct of evaluation and training effectiveness assessment. General procedures for assessing the effectiveness of Navy training courses are given and a number of methodological options for evaluation data gathering are described and evaluated. Recommendations are made for improving training evaluation practice and for the establishment of a Training Effectiveness Assessment Center to assist in the planning and conduct of Navy training evaluations. (Author/RC)

**ED 137 392** TM 006 198

Archambault, Francis X. Ames, Nancy L.

Sampling and Instrumentation in the Title I Demonstration Study.

Abt Associates, Inc. Cambridge, Mass.

Pub Date [Apr 77]

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Some tables may be marginally legible due to print quality of original

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Compensatory Education, Data Collection, Elementary School Students, Elementary Secondary Education, \*Instrumentation, Language Arts, Mathematics, Measurement Techniques, Parents, Principals, Questionnaires, \*Sampling, School Districts, Schools, \*School Surveys, Specialists, Statistical Analysis, Student Records

Identifiers—\*Elementary Secondary Education Act Title I

The evolution of the two-stage cluster sampling plan is described, as are the instruments used to collect survey data from principals, teachers, specialists, and parents. Particular attention is given to the Classroom Activities Log, a unique teacher-completed instrument which provides a complete description of daily student experiences. (Author/MV)

**ED 137 393** TM 006 199

Gross, Leon J. Farr, S. David

A Multidimensional Scaling Analysis of Holland's Vocational Personality Stereotypes.

Pub Date [Apr 77]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Career Choice, Graduate Students, \*Jobs, \*Multidimensional Scaling, \*Personality, Rating Scales, Statistical Analysis, \*Stereotypes

The perceived similarity of Holland's vocational personality stereotypes was examined using the techniques of nonmetric multidimensional scaling. Three job titles (JTs) were selected for each of Holland's stereotypes. These 18 JTs were then randomly paired. The resulting 153 pairs comprised an inventory which was administered to all students in a masters level course in educational psychology. The subjects were directed to indicate on a six-point scale how similar or dissimilar the jobs represented by each JT pair were perceived. Based on stress values, the results indicated that the JTs were seen as clustering in, at most, four dimensions. (Author/MV)

**ED 137 394** TM 006 200

Crehan, Kevin D. And Others

Developmental Aspects of Test-Wisdom.

Pub Date [Apr 77]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Elementary Secondary Education, High School Students, Instructional Program Divisions, \*Longitudinal Studies, Reliability, Response Style (Tests), Secondary Education, Sex Differences, \*Statistical Analysis, Test Reliability, \*Test Wiseness

Longitudinal studies of test wiseness (TW) were conducted to determine: (1) the relationship between TW and grade level, (2) the relationship between TW and sex, and (3) the stability of TW. Aspects of TW observed included stem cue and specific determiner identification and usage and the elimination of similar and absurd options. Subjects were observed three times at two year intervals in grades 5, 7, and 9; 6, 8, 10; 7, 9, 11; and 8, 10, 12. Results showed low to moderate internal consistency for the 16 item TW scale and test-retest correlations of approximately the same magnitude as KR20 indicating TW was somewhat stable over the intervals observed. Sex by year MANOVA trend analysis showed no sex effects and no sex by year interactions. A significant linear trend was observed over all four-year intervals with a quadratic trend appearing in the 7, 9, 11 sample. (Author/RC)

**ED 137 395** TM 006 201  
 Molina, Huberto Shoemaker, David M.

**Comprehensive Assessment of Spanish Language Proficiency Using Multiple Matrix Sampling Techniques.**

Pub Date [Apr 77]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); For a related document, see ED 093 911

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Bilingual Students, English (Second Language), \*Item Sampling, \*Language Proficiency, \*Measurement Techniques, Norm Referenced Tests, Spanish, \*Spanish Speaking, Statistical Analysis, \*Student Testing  
 In discussion of assessment and its applicability to the needs of the Spanish-speaking student population, four types of assessments are presented in the context of the educationally significant testing needed in this area. The focus of this paper is on the use of comprehensive assessment to measure the repertoire of language resources that the Spanish-speaking population bring to the school experience. Multiple matrix sampling techniques are described as they apply to the following assessment requirement: To what degree do speakers of Spanish in the United States possess proficiency in Spanish, taking into account levels of formality, slow/fast speech, colloquial, and dialectal usage of language? (Author)

**ED 137 396** TM 006 202  
 van Rijn, Paul

**Testing the Handicapped for Employment Purposes: Adaptations for Persons with Dyslexia. Professional Series 76-4.**

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Mar 76

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adults, Behavior Problems, Cognitive Ability, Diagnostic Tests, \*Dyslexia, \*Employment, Etiology, Handicapped, Handicapped Children, Heredity, Lateral Dominance, Occupational Tests, Reading Difficulty, Remedial Instruction, \*Testing, Testing Problems

This report was prepared to provide recommendations for testing adult dyslexics for employment purposes. Since the literature on dyslexia does not deal directly with this topic, the recommendations are based primarily on inferences from what is known about the diagnosis, etiology and treatment of dyslexia in children. A summary of the major findings and issues is provided. In light of the indirect nature of the evidence, the recommendations for testing adult dyslexics should be considered carefully and followed with caution. (Author)

**ED 137 397** TM 006 203  
 Rothberg, Iris C. Wolf, Alison  
 The NIE Compensatory Education Study: Major Research Projects.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 77]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Compensatory Education Programs, Cost Effectiveness, Disadvantaged Youth, Elementary Secondary Education, Federal Legislation, Federal Programs, Low Income Groups, \*Program Administration, Program Effectiveness, Program Evaluation, Program Improvement, \*Research Projects, \*Resource Allocations, \*Special Services, State Programs, \*Student Development, Surveys

Identifiers—Education Amendments 1974, \*Elementary Secondary Education Act Title I, National Institute of Education

Congress has requested that the National Institute of Education (NIE) assess the current effectiveness of compensatory education programs in meeting their fundamental purposes, and examine an alternative methods by which the effectiveness of compensatory programs might be improved. These requests are included in the provisions of Section 821, Public Law 93-380. This paper describes the major research projects which have been designed and which together will enable NIE to respond to Congress' requests. The 35 research projects, organized into the four areas of funds allocation, compensatory services, student development, and administration, are described. (RC)

**ED 137 398** TM 006 204

Steele, Connie Wagner, Betty

**Assessing Parental Competency in Home Settings.**

Pub Date [Apr 77]

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Development, Cognitive Development, Cultural Differences, Developmental Stages, \*Environmental Influences, Ethnic Groups, \*Family Environment, Individual Differences, Infants, \*Observation, \*Parent Child Relationship, \*Parent Influence, Preschool Children, Questionnaires, Rating Scales, Video Tape Recordings

Identifiers—\*TADPOLE Program

The TADPOLE (Tech Assessment and Development for the Preparation of Optimal Learning Environments) Research Project assessed areas of parental competence in setting up home learning environments for children from birth to three years of age. Six half-hour videotapes were made of each of 30 families in their homes. Two instruments, Parent "Q" and TADPOLE Observation Scale, were used by the investigators to compare parents' knowledge of child development with parents' interactions with their children. The comparison was made to determine significant parental competencies in providing optimal learning environments for normal and developmentally delayed children. (Author)

**ED 137 399** TM 006 205

Raffeld, Paul Reynolds, William M.

**Increasing the Efficiency of Pretest-Posttest Designs.**

Pub Date [Apr 77]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Control Groups, Correlation, Experimental Groups, Hypothesis Testing, Measurement Techniques, \*Post Testing, \*Pretesting, \*Research Design, Sampling, \*Statistical Analysis, Test Reliability, \*Tests of Significance

The pretest-posttest design referred to as Design 2 by Campbell and Stanley (1963) is commonly used in educational research and evaluation. The tenability of the assumption of a zero population difference commonly used with this design is questioned. A nonzero population estimate based on the mean difference observed in test-retest reliability data is recommended. When a control group is available, it is recommended that the pretest-posttest difference for the control group be subtracted from the experi-

mental group difference. This will produce a more accurate estimate of the magnitude of change for the experimental group. (Author)

**ED 137 400** TM 006 206

Gorham, William A.

**Some Psychometric and Legal Considerations in Cooperative Testing. Professional Series 74-4.**

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Nov 74

Note—11p.; Paper presented at the meeting of the International Personnel Management Association (October 15, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—City Government, Federal Government, Federal Legislation, \*Government (Administrative Body), \*Interagency Cooperation, Job Analysis, \*Legal Problems, Local Government, \*Occupational Tests, Policy Formation, \*Psychometrics, State Government, Test Construction, Test Reliability, Test Results, Test Validity

Identifiers—Intergovernmental Personnel Act

Cooperative testing is a rather specific and practical aspect of validity generalization or test transportability. It refers to two or more units of government combining their testing and/or recruiting efforts. The Intergovernmental Personnel Act of 1970 (P.L. 1-648) made specific provision for cooperative examining in stating that the Civil Service Commission may join, on a shared-cost basis, with State and local governments in cooperative recruiting and examining activities under agreed upon procedures and regulations. Cooperative testing can also be thought of as the referral by one government to another of any names prescreened by any test or qualification. The need for broadening the concept of cooperative testing became evident as review of existing and proposed cooperative agreements raised psychometric, legal, and policy questions concerning the interchange of test scores, including the extent of Federal responsibility for ensuring the job relatedness and fairness of tests used for more than one government. This review took place in the spring of 1973 when a task force of operating, legal, and psychometric experts met within the Civil Service Commission. The results of that review, as they relate to cooperative testing, are the basis for this paper. (Author/MV)

**ED 137 401** TM 006 208

Outtz, James L.

**Racial Bias as a Contaminant of Performance Evaluations. Research Report No. 15.**

Maryland Univ., College Park. Dept. of Psychology.

Spous Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Feb 77

Contract—N00014-75-C-0884

Note—105p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Black Students, Black Teachers, Caucasians, Caucasian Students, College Students, College Teachers, Higher Education, Questionnaires, \*Race Influences, \*Racial Discrimination, Rating Scales, \*Student Evaluation of Teacher Performance

Eight hypothetical college instructors were evaluated by 174 white and 129 black college students. Each instructor's teaching performance was described using statements of predetermined favorability. Three levels of teaching performance, good, average, and poor were described. Instructor race was manipulated through the use of photographs. Three primary hypotheses were tested: (1) evaluations of job performance are related to the race of rater and ratee; (2) in the absence of relevant information perceived attitude similarity is related to the race of the individuals involved; and (3) the effects of racial bias on performance ratings will depend upon the cognitive balance between rater, rates, and the ratee's performance. The hypotheses were tested using correlational analyses and the results are detailed. It was found that racial bias influenced performance ratings, but only to a limited degree. The subjects in this study evaluated teaching behavior primarily on the basis of relevant information about teaching performance. Teaching performance also influenced ratings of perceived attitude similarity. (RC)



ED 137 402 TM 006 209

Matuszek, Paula Holley, Freda  
Evaluation for Decision-Making: A Case Study.  
Pub Date [Apr 77]

Note—61p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Some tables may be marginally legible due to small type of original.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.  
Descriptors—Case Studies (Education), Curriculum Evaluation, Data Collection, \*Decision Making, \*Evaluation Methods, Guidelines, \*Program Evaluation, Questioning Techniques, Secondary Education

A case study is presented of the use of decision questions as the basis for designing an evaluation. Discussed are the need for a mechanism for ensuring the usefulness of evaluation results, reasons for trying an approach based on decisions identified as important, and the specific approaches and procedures used in one high school curriculum evaluation focused on decision making. Special emphasis is given to techniques found useful and pitfalls to avoid. The paper can serve as a guide to other evaluators facing similar situations who want to try a similar approach. Problems not yet overcome are also presented for discussion. (Author/RC)

ED 137 403 TM 006 210

Lorentz, Jeffrey L.

The Development of Measures of Teacher Effectiveness from Multiple Measures of Student Growth.

Pub Date [Apr 77]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Gains, \*Achievement Tests, \*Affective Tests, Classroom Observation Techniques, \*Effective Teaching, Elementary Secondary Education, Multiple Regression Analysis, Post Testing, Pretesting, Self Concept Tests, Socioeconomic Status, Standardized Tests, \*Teacher Behavior, Teacher Certification, \*Teaching Skills, Test Interpretation, Test Results

The reduction of data collected as part of the Carroll County, Georgia, Competency Based Teacher Certification Project is discussed. Data were collected on more than 1800 students in 59 classrooms (grades 1 - 12) during the 1974-75 school year. Data collected on teachers and students were reduced to classroom-level indices so that process-product relationships could be examined. The paper then describes the steps taken in the reduction of student data and describes some of the simple (zero-order) relationships between student growth and the teacher competency measures in the first year (1974-75) sample. (RC)

ED 137 404 TM 006 211

Aaronson, May Phillips, Julie

Preschool Preposition Test: A Preliminary Report.  
Pub Date [Apr 77]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Problems, Blacks, Caucasians, Child Development, Elementary Education, Item Analysis, \*Language Tests, Lower Class, \*Preschool Children, \*Preschool Education, Preschool Evaluation, Retarded Children, \*Screening Tests, Sex Differences, Social Class, Social Development, Statistical Analysis, Test Reliability, Test Results, Test Validity, Upper Class

Identifiers—\*Preschool Preposition Test

The Preschool Preposition Test (PPT), a receptive language test for children ages 3 to 5, is a brief simple gross developmental screening instrument still in research status. For 985 normal subjects the test shows a significant correlation of scores with age. Significant correlations have been obtained between PPT scores and raw scores on the Peabody Picture Vocabulary Test for normal children and for mentally retarded older children functioning at a preschool level. Findings of two small samples suggest a link between PPT scores and mothers' nurturant and

verbal behavior. Test materials from the authors are available on loan to researchers. (Author)

ED 137 405 TM 006 213

Development of the Florida Statewide Assessment Program. A Chronology from 1971.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.

Pub Date 76

Note—14p.; For related documents, see TM 006 212 and 214

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, Educational Accountability, \*Educational Assessment, Educational Legislation, Educational Objectives, Elementary Secondary Education, \*Program Development, \*State Programs, Testing Programs

Identifiers—\*Florida Statewide Assessment Program

The State of Florida has, for several years, been committed to perfecting a workable system of accountability for the public schools. The Florida Statewide Assessment Program, begun in 1971, has been an important element in this accountability effort. The Program was designed to assess students' academic strengths and weaknesses, particularly in the basic skills of mathematics, reading and writing. The purpose of this paper is to briefly outline the development of the Assessment Program over the past years. (Author/MV)

ED 137 406 TM 006 214

A Guide to 1976-1977 Statewide Assessment Results.

Florida State Dept. of Education, Tallahassee. Student Assessment Section.

Pub Date 77

Note—44p.; For related documents, see TM 006 212 and 213

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, \*Basic Skills, \*Educational Assessment, Educational Objectives, \*Elementary Education, Elementary School Students, Evaluation Criteria, Grade 3, Grade 5, Guides, Information Utilization, Mathematics, Reading, Records (Forms), School Districts, Schools, \*State Programs, Testing Programs, Test Interpretation, \*Test Results, Writing

Identifiers—\*Florida Statewide Assessment Program

One of the priorities of Florida's educational system is helping all students acquire the basic skills necessary to perform the reading, writing, and mathematics tasks required by everyday living. The Florida Statewide Assessment Program provides information on the effectiveness of the state, each district, and each school in achieving this goal by testing public school students on selected basic skills in reading, writing, and mathematics. The primary focus of the Assessment Program is on providing meaningful data on school, district, and state achievement. At the same time, valuable information on each student tested is available to schools in optional student and classroom reports. This guide explains the variety of report forms used to present the results of the 1976-77 assessment of students in grades 3 and 5. Chapter I contains background information about the program and the assessment procedures. Chapter II illustrates and describes each report form. Chapter III discusses considerations in interpreting results to identify strengths and weaknesses at the curriculum, classroom, and student levels. Appendix A contains new statewide basic skills objectives and describes the procedures used to develop them. Appendix B discusses state-established criteria for determining whether or not each student has achieved each objective. (Author/MV)

ED 137 407 95 TM 006 215

McKinney, John T.

Follow Through Pupil Achievement Characteristics in Philadelphia, 1971-1972 through 1975-1976. Report No. 77121.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Grant—G-007-502-171

Note—77p.; For basic data tables, see TM 006 216

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, Achievement Tests, City Wide Programs, \*Compensatory Education Programs, Cross Sectional Studies, Disadvantaged Youth, \*Early Childhood Education, Elementary Education, \*Mathematics, Program Evaluation, \*Reading Achievement, Standardized Tests, Statistical Analysis, Teaching Models, Testing Programs, \*Test Results

Identifiers—Pennsylvania (Philadelphia), Philadelphia Pennsylvania School District, \*Project Follow Through

This report provides achievement information from the Philadelphia, Pa. Follow Through program in Mathematics and Reading for the five years, 1971-1972 through 1975-1976. The data are drawn from cross-sectional analyses, focusing primarily on mean score performance in Total Mathematics and Total Reading on city-wide tests. The principal findings are: (1) While the Total Program (TFT) shows continuous improvement in both Math and Reading in Grades K-3 across the five years, it is the Behavior Analysis Model (BA) which has produced the greatest positive program effect. (2) Across the five years and across Grades K-3, BA easily ranks first among the models in both Math and Reading. (3) The closest model to BA in K-3 performance across the five years is the Bank Street (BS), which ranked second among the models in Math and third in Reading. (4) The Parent Implemented Model (PI) could not be ranked over the five years because it was not tested in 1972-1973. The Philadelphia Process Model (PP) ranked second in Reading across the five years, principally because of improved performance in 1975-1976. It ranked fifth in Math, however. The Education Development Center Model (EDC) ranked third in Math, and fourth in Reading, having improved substantially since 1974-1975. The Florida Parent Model (FP) ranked fourth in Math and fifth in Reading. The Bilingual Model (BI) ranked last in both subject matter areas. (Author/MV)

ED 137 408 95 TM 006 216

Basic Data Tables (School Year 1975-1976). Companion Volume to Follow Through Pupil Achievement Characteristics, 1971-1972 through 1975-1976. Report No. 77121.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Grant—G-007-502-171

Note—262p.; Hard copy not available due to print quality of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Gains, \*Achievement Tests, Comparative Analysis, \*Compensatory Education Programs, Disadvantaged Youth, Early Childhood Education, Elementary Education, Mathematics, Raw Scores, Reading Achievement, Standard Error of Measurement, Standardized Tests, \*Statistical Analysis, Tables (Data), \*Test Results

Identifiers—Pennsylvania (Philadelphia), Philadelphia Pennsylvania School District, \*Project Follow Through

This volume contains basic data tables for the analyses of 1975-1976 results reported in Follow Through Pupil Achievement Characteristics in Philadelphia 1971-1972 through 1975-1976. (The basic data tables for the analyses of 1971-1972 through 1974-1975 were published previously.) In addition to providing the data base for the above report, the tables allow the computation of inferential statistics outside the design of the local evaluation effort. In most statistical inferences based on test data, two sources of error must be considered: the error associated with the test and the error associated with sampling procedures. The analyses reported in the aforementioned volume have examined mean differences in terms of the first source of error and not the second. The population of concern is the local population of students in Philadelphia. Data are available for the direct computation of the population values for any tests. In the second section, comparison matrices are provided for all subtest areas at each grade level. In these, each Follow Through, Non-Follow Through, and Total District grouping and aggregate is compared with every other one. The comparison is whether the means differ signifi-

cantly. Significance is determined in terms of measurement error, as outlined above. (Author/MV)

**ED 137 409** TM 006 217  
Smith, Nick L.

**Pre-Product Evaluation: What to Do While Waiting for the Product.** Research, Evaluation, and Development Paper Series No. 6.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date Nov 74  
Note—19p.

Available from—Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 (Order No. 806-5205, \$1.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Educational Objectives, \*Evaluation Methods, Evaluation Needs, Feedback, \*Formative Evaluation, \*Instructional Materials, Interprofessional Relationship, \*Summative Evaluation

**Identifiers**—\*Evaluators

Occasionally novice evaluators of educational products do not recognize the full scope of their jobs and may feel that there isn't much to do because a product prototype won't be ready for some time. This brief dialogue attempts to illustrate that there are many things an evaluator can do before he or she sees a product—perhaps even too much. (Author/MV)

**ED 137 410** TM 006 219  
Wurtz, Beatrice

**The Menomonee Falls, Wisconsin Experience.** Menomonee Falls Public Schools, Wis.

Pub Date [Apr 77]

Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Comparative Testing, Educational Assessment, \*Functional Reading, High School Students, National Norms, National Surveys, Program Evaluation, Reading Tests, \*School Districts, \*Secondary Education, \*Seniors, Sex Differences, Statistical Analysis, \*Test Results  
**Identifiers**—\*Menomonee Falls Public Schools WI, National Assessment of Educational Progress, Wisconsin (Menomonee Falls)

The focus of this study was to assess the 17-year-olds' ability to read functional reading tasks and to provide change if and where needed. This was a project between the Menomonee Falls, Wisconsin High Schools (MFHS) and the National Assessment of Educational Progress (NAEP) in the area of reading. Two hundred fourteen 17-year-olds were randomly selected to be tested by local administration guided and directed by NAEP personnel in light reading themes and five reading objectives. The non-parametric sign test was used by NAEP to test for significant differences between the MFHS students and the NAEP Year 02 national and urban fringe respondents. MFHS students read significantly better than the national or urban fringe students on four of the five objectives and equally as well on one objective. MFHS students read significantly better than the national or urban fringe students on seven of the eight reading themes and equally as well on one theme. MFHS-A students read better than MFHS-B students on two of the eight reading themes while MFHS-B students read better than MFHS-A students on four of the eight reading themes. Both MFHS A and B students read equally well on one reading theme. MFHS females read better than the national females tested while MFHS males read better than the national males tested. (Author/MV)

**ED 137 411** TM 006 220  
Crocker, Linda Benson, Jeri  
**Effects of Examinee Response Changes on Item and Test Characteristics.**

Spons Agency—Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date [Apr 77]

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Achievement Tests, Complexity Level, Correlation, Graduate Students, \*Item Analysis, Junior High School Students, \*Objective Tests, \*Response Style (Tests), Standardized Tests, \*Statistical Analysis, Test Construction, Test Reliability, \*Test Results, Undergraduate Students  
**Identifiers**—\*Answer Changing (Tests)

The initial study was based on responses of 103 examinees on an objective classroom test. Results indicated that response changes increased item difficulties as well as biserial and point biserial correlations. Test reliability was not decreased. This implies that not all students benefit from changing initial responses. The personal biserial correlation may be useful in identifying individuals who profit from response changes. The study was replicated on 239 students taking a standardized achievement test. (Author/MV)

**ED 137 412** TM 006 221  
Conway, Larry E. And Others

**An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model.** Reading and Mathematics, 1974-75.

Florida State Dept. of Education, Tallahassee. Student Assessment Section; Research Triangle Inst., Durham, N.C.; Westinghouse Learning Corp., Iowa City, Iowa.

Pub Date May 76  
Note—157p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Academic Achievement, Age Differences, Age Groups, \*Comparative Testing, Demography, \*Educational Assessment, \*Elementary Secondary Education, Family Background, \*Mathematics, National Norms, Norm Referenced Tests, Parent Education, Racial Differences, \*Reading, Research Design, Research Methodology, Sampling, School Role, Sex Differences, Spanish Speaking, \*State Programs, Statistical Analysis, Student Characteristics, Testing Programs, Test Results  
**Identifiers**—\*Florida National Assessment Replication, Florida Statewide Assessment Program, National Assessment of Educational Progress

This report of the results of the 1974-75 Florida National Assessment Replication in reading and mathematics at the 9-, 13-, and 17-year-old age levels consists of several major parts: an overview of the assessment design and methodology, comparisons of performance levels for groups of Florida students within each age level, comparisons of performance levels for groups of Florida students across age levels, and comparisons of Florida performance levels with National Assessment performance levels. Chapter 2 describes the design and methodology of Florida's National Assessment Replication in reading and mathematics. Chapter 3 reports comparisons of reading and mathematics performance levels for groups of Florida 9-, 13-, and 17-year-olds classified by home, school, and student characteristics. The reporting variables are sex, race, size and type of community, parents' education, reading materials in the home, and Spanish as a native language. Chapter 4 compares reading and mathematics performance levels across ages on items administered at more than one age. Chapter 5 presents comparisons of reading and mathematics performance levels for Florida students and National Assessment groups at ages 9, 13, and 17. Comparisons are made between Florida and the Nation and between Florida and the Southeast. Comparisons are also made between groups of students from Florida and the Nation classified according to sex, race, size and type of community, and parents' education. (Author/MV)

**ED 137 413** TM 006 222  
Hayman, John Rayder, Nick

**Evaluation and Public Policy.**

Pub Date [Apr 77]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Conferences, Decision Making, \*Evaluation, \*Evaluation Methods, \*Evaluation Needs, Feedback, \*Humanization, Information Needs, Problems, Program Evaluation, \*Public Policy, Racism, Sex Discrimination, Social Values, Systems Concepts

Educational evaluation has been generally ineffective in improving educational practice, and

many evaluations have dehumanizing aspects. A conference was held at Berkeley in April, 1976, to consider this situation. Participants included professional evaluators, teachers, parents, students, and interested others. One outcome was this hypothesis: The efficacy of information produced in an evaluation effort varies inversely with the number of organizational levels that the action the information describes is removed from the decision process the information is intended to influence. In support, it is noted that any information has a syntactic aspect, a semantic aspect, and an effectiveness or influence aspect. It is then argued that the syntactic aspect is violated in trying to detect small effects by aggregating data across organization levels; that greater error variance is produced in such an effort; that the most useful information semantically is that from the same organizational level as the user; and that information from other levels is certain to be less motivating. Recommendations include humanizing evaluation, involving the evaluated, removing racism and sexism from evaluation efforts, use of more appropriate evaluations by teachers, increasing the relevance of evaluation to decision makers, and organizing a public constituency for change of evaluation philosophy and practice. (Author/MV)

**ED 137 414** TM 006 223  
Everett, Bruce E.

**Confidentiality Methods in Educational Evaluations.**

Pub Date [Apr 77]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Administrative Agencies, Agency Role, \*Civil Liberties, Computer Storage Devices, \*Confidentiality, Data Bases, \*Data Collection, \*Educational Research, Evaluation Methods, Federal Aid, \*Federal Legislation, \*Guidelines, Legal Responsibility, Security  
**Identifiers**—Colorado

Current regulations and guidelines established by the Department of Health, Education and Welfare for the maintenance of confidentiality in educational research are summarized. Key terms, such as "system of records" are defined and elaborated upon. The responsibilities of the funding agency and its research contractors are enumerated and explained. Recommended procedures for ensuring compliance with the privacy and confidentiality statutes and regulations are discussed, especially regarding the actual collection of data and the maintenance of computerized data files. (Author/MV)

**ED 137 415** TM 006 224  
Worthen, Blaine R.

**A Look at the Mosaic of Educational Evaluation and Accountability.** Research, Evaluation, and Development Paper Series No. 3.

Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.

Pub Date Aug 74  
Note—42p.

Available from—Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 (Order No. 806-5203, \$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Decision Making, Definitions, \*Educational Accountability, Educational Legislation, \*Evaluation, \*Evaluation Methods, Evaluation Needs, Formative Evaluation, \*Program Evaluation, Summative Evaluation  
**Identifiers**—Colorado

A few major concepts about evaluation and accountability are examined briefly, and related to one another in a manner providing a simple portrayal of part of the mosaic of educational evaluation and accountability. This paper is not intended for evaluation specialists or schoolmen well versed in evaluation theory and practice, but for the practitioner who wants a brief summary of some of the more important notions about evaluation which have been presented during the past several years. Specifically, the following topics are presented: (1) simple illustrations of differences in evaluation, research, assessment, measurement, and accountability; (2) a discussion of some basic evaluation constructs; (3) an analysis

of the evaluation features of one accountability law, the 1971 Colorado Accountability Act; and (4) general touchstones for judging the adequacy of an evaluation. (RC)

**ED 137 416** TM 006 225

*Howerton, Mary Lou P. And Others*  
The Relationship between Quantitative and Qualitative Measures of Writing Skills.  
Pub Date [Apr 77]

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); For a related document, see ED 091 750

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Composition Skills (Literary), \*Elementary Secondary Education, Evaluation Criteria, Grade 4, Grade 6, Grade 9, Grade 12, Multiple Regression Analysis, Predictor Variables, Rating Scales, Reliability, Scoring, Statistical Analysis, \*Student Evaluation, \*Writing Exercises, \*Writing Skills, Written Language

Identifiers—ETS Composition Evaluation Scales, Virginia Educational Needs Assessment Program

The relationships of quantitative measures of writing skills to overall writing quality as measured by the E.T.S. Composition Evaluation Scale (CES) were examined. Quantitative measures included indices of language productivity, vocabulary diversity, spelling, and syntactic maturity. Power of specific indices to account for variation in overall writing quality was examined through use of multiple regression analysis. Subjects were 983 students in grades four, six, nine, and twelve; they were chosen from 20,000 participants in the Virginia Educational Needs Assessment Project who comprised a stratified random sample of 57 of Virginia's 140 school divisions. Subjects were matched on sex and levels of ability and achievement so that this sample resembled a nationwide rather than a statewide sample. Results of the correlation analysis indicated that quantitative and qualitative measures of writing skills are significantly related. Results of multiple regression analysis indicated that sizable amounts (from 21 percent to 57 percent in this study) of the variation in the qualitative assessment of writing performance can be accounted for by using the following quantitative predictors: total words written, total sentences written, percentage of unique words written, percentage of unique words misspelled, and number of words per T-unit. (Author/MV)

**ED 137 417** TM 006 226

*Matuszek, Paula Lee, Ann*  
Evaluating Evaluation.  
Austin Independent School District, Tex. Office of Research and Evaluation.  
Pub Date [Apr 77]

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Decision Making, \*Educational Researchers, Evaluation, Evaluation Criteria, \*Evaluation Methods, Evaluation Needs, \*Personnel Evaluation, Questionnaires, \*Self Evaluation, Surveys

Identifiers—\*Evaluators, \*Meta Evaluation

The various needs for evaluating evaluators and their efforts are discussed in this paper. The argument is presented that evaluators should not themselves carry out summative evaluation on their own efforts. Several possible purposes of evaluation of evaluation staffs and products are pursued, and the methods and persons most appropriate to each purpose are described. Planning an evaluation of evaluation to best meet the needs of evaluators is also discussed. (Author/MV)

**ED 137 418** TM 006 232

*Cannell, Charles F. And Others*  
A Summary of Studies of Interviewing Methodology. Vital and Health Statistics: Series 2, Data Evaluation and Methods Research; No. 69. DHEW Publication No. (HRA) 77-1343.

Michigan Univ., Ann Arbor. Survey Research Center; National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date Mar 77

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 10401 (Stock no. 017-022-00533-6, \$1.45)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Bias, \*Data Collection, Feedback, \*Interviews, Memory, Problems, \*Public Health, Questioning Techniques, Questionnaires, Reinforcement, \*Research Reviews (Publications), Response Mode, Sampling, Supervision, \*Surveys, Training, Validity, Verbal Communication

In several studies of experimental interviewing techniques and their effect on reporting behavior described in this publication, an attempt is made to identify the elements of the interview process that are potential sources for improving data collection. Methodological studies designed to test the effectiveness of certain questionnaire designs and interviewing techniques used in the collection of data on health events in household interviews are presented. The role of behaviors, attitudes, perceptions, and information levels of both the respondent and the interviewer is investigated. (RC)

**ED 137 419** TM 006 282

*Cannell, Charles F. And Others*  
A Technique for Evaluating Interviewer Performance.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Services Research; National Science Foundation, Washington, D.C.

Pub Date 75

Grant—HS00624; NSF-GI-29904

Note—138p.

Available from—Publications Division, Institute for Social Research, University of Michigan, P.O. Box 1248, Ann Arbor, Michigan 48106 (\$6.50)

Document Not Available from EDRS.

Descriptors—Codification, Data Collection, \*Evaluation Methods, \*Interviews, \*Manuals, Performance, \*Personnel Evaluation, \*Supervision, Supervisors, Tape Recordings, \*Training  
This manual describes a new coding technique to be used in training and supervising interviewers. Section A contains a brief description of the system, including information about its development and the rationale underlying the procedures, the purposes for which it is intended, and the ways in which it has been used. Section B contains descriptions of the codes, their uses, and the procedures for coding tape-recorded interviews. These chapters are directed toward those who train and supervise coders and those who will use the results for training and supervising interviewers. Section C consists of sample materials, including a basic, detailed manual for coders on coding tape-recorded interviews. This section also contains documentation for the computer program and information for interviewers on the use of tape recorders. (Author/MV)

## UD

**ED 137 420** UD 015 731

*Needs Assessment Model; Title I ESEA.*  
Note—34p.; Pages 9-12 are missing from the original document

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Definitions, Educationally Disadvantaged, \*Educational Needs, \*Evaluation Methods, Individual Needs, \*Models, \*Needs Assessment, Parent Participation, Parent Teacher Cooperation, \*Student Needs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

This document provides a description of the needs assessment component for an Elementary and Secondary Education Act Title I program. The needs assessment model is based on the principle that to be effective, instruction must be tailored to meet the unique needs of the individual child. Other principles of growth and development are also incorporated into the model. The needs assessment process identifies discrepancies between attitudes, behaviors, and skills that seem desirable and attainable (needs of children) and the present attitudes, behaviors, and skills as indicated by the data (the extent to

which needs are being met). Within the context of the needs of the educationally deprived child, the needs assessment process involves the collection of data in the affective and cognitive domains and analyzes them to provide the basis for answering two questions: What are the needs of these children? What are the environmental factors which will help meet these needs? The involvement of parents in their children's education and the relationship between parents and school personnel are seen as important aspects of the success or failure of Title I programs for children. This document also includes examples of various forms such as the Needs Assessment Report Form, the Role Definitions Form and the Critical Incidents Exercise Form. (Author/AM)

**ED 137 421** UD 016 224

*Procopio, Mariellen Perella, Frederick J., Jr.*  
Poverty Profile USA.  
Missionary Society of St. Paul the Apostle, N. Y.  
Pub Date 76

Note—93p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Economic Disadvantage, Economic Factors, Economic Status, \*Government Role, \*Low Income Groups, \*Poverty Programs, Rural Areas, Social Welfare, Urban Areas, Welfare Problems, \*Welfare Recipients, \*Welfare Services

Identifiers—\*Campaign for Human Development

This second edition of "Poverty Profile", published by the Missionary Society of St. Paul the Apostle as part of their Campaign for Human Development, updates the data examined in the earlier (1972) edition and examines some of the current social welfare programs designed to alleviate the affects of poverty. The extent to which poverty affects millions of Americans is discussed and specific groups such as the elderly poor, children, the rural poor, the urban poor, and the working poor, along with the racial-ethnic distribution of poverty are addressed. Various standards that are used to measure poverty, such as the poverty index and the one half of the median income index are defined and explained. A variety of government sponsored programs such as the U.S. Department of Agriculture's Food Assistance Programs, Title VII and Title XX for the elderly are discussed. Also included is an explanation of myths and facts about welfare programs and welfare recipients. A short bibliography on poverty, hunger, the elderly, employment, housing, health, social welfare programs, and other poverty related issues is included. (Author/AM)

**ED 137 422** UD 016 680

*Williams, Walter, Ed. Elmore, Richard F., Ed.*  
Social Program Implementation.

Pub Date Sep 76

Note—299p.; Quantitative Studies in Social Relations Series

Available from—Academic Press, Inc., 111 Fifth Avenue, New York, N.Y. 10003 (\$14.50, cloth)

Document Not Available from EDRS.

Descriptors—\*Community Programs, \*Educational Programs, Educational Quality, Elementary Secondary Education, Evaluation Methods, Federal Programs, \*Policy Formation, \*Program Administration, \*Program Effectiveness, Program Evaluation, Public Policy

This book seeks to stimulate inquiry into the area of implementation in three social policy areas: education programs; community-oriented programs; and transfer-payment programs. It is intended for government groups and social science researchers, including analysts, who carry out programs, researchers who are engaged in social policy studies, and those who are concerned directly with the study of implementation issues. The typical chapter analyzes in some detail, a specific case of social program implementation and through this analysis of process reveals the complexity of implementation. Some of the programs analyzed include the following: Title V of the Elementary and Secondary Education Act, the Model Cities Program and the Supplemental Security Income Program. The greatest problem in devising social programs is finding the means for converting the policies into feasible field operations that correspond to the original intentions. Rather than suggesting that monetary or political problems are the major blocks that hinder the development of better social programs, implementation problems are blamed. (AM)



ED 137 423

UD 016 681

Caouette, Charles E. Bourbeau, Gerald  
*Recherches Sur La Psychologie de L'enfant de Milieu Defavorise. Rapport-synthese. (Research Relating to the Psychology of the Child in Disadvantaged Environments. Summary Report).*  
 Island of Montreal School Council (Quebec).

Pub Date 76

Note—70p.; In French

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Affective Behavior, Attention, \*Child Psychology, \*Cognitive Processes, \*Disadvantaged Youth, Doctoral Theses, Dyslexia, \*Educational Research, Language Development, Masters Theses, Mental Retardation, Motivation, Self Concept

Identifiers—Quebec, \*Quebec (Montreal)

Thirteen doctoral dissertations and five masters theses are summarized in this report of research on the disadvantaged child. Contained in each individual summary are the detailed descriptions of the experimental task, the results obtained and the analysis of these results. The eighteen individual theses are concerned with topics such as: cognitive functioning; language; attention; intelligence; affective functioning; socio-affective development; motivation and self-concept; attitudes towards school; and programs of intervention. The report concludes with a brief analysis of the principal contributions of all of these works. (BV)

ED 137 424

UD 016 686

Trevino, Albert D.

Multicultural Education: A Closer Look.

Pub Date 73

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Biculturalism, Children, \*Cross Cultural Training, \*Cultural Education, Curriculum Planning, \*Curriculum Problems, \*Educational Strategies, \*Ethnic Groups, Instruction, \*Intercultural Programs, \*Minority Groups

The absence of a multicultural curriculum has been a major contributing factor to the low achievement and the high school drop-out rate of minority students. It has also contributed to negative teacher attitudes toward these students. A multicultural curriculum can be viewed in two ways by educators: (1) as a necessary evil implemented to appease the vocal minority, and (2) as an attempt to meet the student demand for curriculum relevance. In the second case, a multicultural curriculum has the potential of becoming a viable and exciting concept. This scholarly discussion indicates that developing a multicultural curriculum requires a change in educators' attitudes, materials, and instructional methodologies. Educators need to examine the nature, the rationale for, and the methods of implementing a multicultural curriculum. These issues are explained. (Author/BS)

ED 137 425

UD 016 721

Austin Independent School District v. United States on Petition for Writ of Certiorari to the United States Court of Appeals for the Fifth Circuit.

Supreme Court of the U. S., Washington, D.C.

Pub Date 6 Dec 76

Note—6p.; No. 76-200. Decided December 6, 1976; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Bus Transportation, \*Integration Litigation, \*Racial Integration, \*School Integration, \*Supreme Court Litigation  
 Identifiers—Austin Independent School District TX, \*Texas (Austin)

This document presents the Supreme Court decision on the legal suit between the Austin Independent School District and the United States. It is a response to the school system's petition for a writ of certiorari to the United States Court of Appeals for the fifth circuit. The Court of Appeals had ruled that extensive cross-town transportation was to be used in order to achieve racial balance in every school in Austin, Texas. The Supreme Court reviewed the case in light of Washington V. Davis and decided that the Court of Appeals erred by a readiness to impute to the Austin School officials a segregative intent far more pervasive than the evidence justified, and that the Appeals court erred in ordering a desegregation plan that far exceeded any identifiable violations of constitutional rights. The Supreme Court found that the remedy ordered by the Court of Appeals exceeded that which was

necessary to eliminate the effect of any official acts of omission on the part of the school system. Justices Brennan and Marshall dissented because they were persuaded that "the Court of Appeals correctly interpreted and applied the relevant decisions of this court". (Author/AM)

ED 137 426

UD 016 728

Taylor, Alvin Leon

Workshops: The Educator's Manual for Coordinating the Complete Conference.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Contract—C-391-75-0005

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Activities, \*Conferences, \*Evaluation, \*Manuals, \*Objectives, \*Planning Meetings, Program Coordination, Success Factors, Teacher Workshops, \*Workshops  
 Identifiers—\*General Assistance Centers

This document is an educator's manual for coordinating a complete conference. It was developed under contract for a General Assistance Center under Public Law 88-352 Civil Rights Act of 1964 Title IV "Desegregation of Public Education Section 403 "Technical Assistance". The manual discusses the mechanics of planning a workshop and includes the following topics: objectives of the workshop, budget, attendance, convention bureaus, facility selection, content and scheduling, audio-visual equipment, and agenda. The mechanics of conducting the workshop are also discussed. These include the following topics: registration, the workshop, evaluation, adjournment, and follow-up activities. A list of characteristics of successful workshops is provided. (Author/AM)

ED 137 427

UD 016 749

LeVine, Elaine Sue

Ethnic Esteem Among Anglo, Black, and Chicano Children.

Pub Date 76

Note—144p.

Available from—R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 (\$9.00)

Document Not Available from EDRS.

Descriptors—\*Black Students, \*Caucasian Students, \*Comparative Analysis, Ethnic Groups, \*Mexican Americans, Photographs, Self Concept, \*Self Esteem, \*Sociometric Techniques  
 Identifiers—\*Missouri (Greater Kansas City)

This study examines selected patterns of ethnic esteem among Anglo, Black, and Chicano children. The experimental population includes second and fifth grade students from a mid-western (Greater Kansas City, Missouri) elementary school in which Anglos, Blacks, and Chicanos attend in approximately equal proportions. Thirty-six Anglo, 59 Blacks, and 44 Chicano students participated in the study. Students were requested to rate twelve statements, based upon Coopersmith's (1967) antecedents of self-esteem, to Anglo, Black, and Chicano cues presented as photographed children and as classmates' names. The standardized procedures were administered by trained Anglo, Black, and Chicano examiners. Snapshots employed in administration of the photographic differential were those preselected on the basis of results of a pilot study which determined their degree of attractiveness for each target group. Sex and ethnicity of examiners, relative attractiveness of photographs, sex, age, and socioeconomic level of subjects were controlled. Among the results of the study are the following: (1) Blacks generally indicated higher own group preference than Anglos and Chicanos, and Chicanos' own group preference exceeded that of Anglos, (2) Anglo, Black, and Chicano children responded differentially to specific requests concerning aspects of ethnic preference on both the photographic and sociometric differentials, and (3) differences in the assignment of the four esteem antecedents can be related to cultural factors of each ethnic group and to specific socioeconomic factors of the experimental community. (Author/AM)

ED 137 428

UD 016 750

Rubin, Roger Harvey

Matrilineal Family Structure and the Self-Attitudes of Negro Children.

Pub Date 76

Note—81p.

Available from—R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 (\$8.00)

Document Not Available from EDRS.

Descriptors—Black Attitudes, \*Blacks, Black Youth, Childhood Attitudes, Elementary Education, Family Characteristics, Family Environment, Family Influence, \*Family Structure, \*Fatherless Family, Grade 5, Grade 6, \*One Parent Family, \*Self Concept, \*Sex Differences

This report explores the notion that a relationship exists between a matricentric lower class black society, (in this case defined as a society with adult male absence and the development of self attitudes among children, particularly boys). The major hypothesis is that black boys from homes lacking adult male figures would have significantly more negative self attitudes than girls from this type of home, and from boys and girls from homes with adult males. Other hypotheses investigated involved independent variables such as sex, class standing, and family interaction. Measures of self attitudes were based on eight dependent variables of behavior such as general and academic status, physical appearance, anxiety, popularity, satisfaction, and self esteem. These were placed on a questionnaire along with items which determined the independent variables of sex and family interaction. Information questions to discover presence or absence of adult males were employed. Class standing was noted and used as an independent variable. Two hundred eighty children from the fifth and sixth grades ranging from ages 9 to 11 were involved. Twenty six percent of the children claimed no adult male was residing in their homes. Among the results of this study are the following: (1) No significant differences were found in any self attitude measure when comparing lower class black boys from homes lacking adult males with girls from these homes and boys and girls from homes with adult male figures, and (2) only very minor support was found for the hypothesis that girls at this age level have more positive self attitudes than boys. (Author/AM)

ED 137 429

UD 016 752

Cummings, Scott

Black Children in Northern Schools: the Pedagogy and Politics of Failure.

Spons Agency—Connecticut Univ. Research Foundation, Storrs; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 76

Contract—OEC-6-10-068

Note—107p.

Available from—R & E Research Associates, Inc., 4843 Mission Street, San Francisco, California 94112

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Academic Failure, \*Black Students, \*Cognitive Development, \*Cultural Disadvantage, Cultural Environment, Elementary Secondary Education, \*Failure Factors, Family Influence, Grade 6, Grade 12, Socialization, Theories, Urban Schools

Identifiers—\*Connecticut, Connecticut (Bridgeport), Connecticut (Hartford), Connecticut (New Haven), Connecticut (Stamford), Connecticut (Waterbury)

This study examines the cultural deprivation theory of scholastic performance among black children. The hypothesis of the study focuses upon family based determinants to explain variation in academic performance. The report also discusses arguments which indicate that the cultural deprivation theory is responsible for the lack of black children's academic success. It affects teacher attitudes, and inspires inadequate teaching methods and incompetent teachers. Another major criticism of the cultural deprivation theory suggests that it is used to force the schools to act as mechanisms to promote the social division of labor. The data analysis in this study was based on data drawn from a sample survey administered to students and teachers in the public schools of Connecticut's urban school system. The questionnaires generated information dealing with the background characteristics of students, their perceived relationships with parents, peers, and teachers, their academic performance, and their various school and achievement related attitudes and opinions. Teacher surveys elicited information dealing with background

characteristics, their evaluation of students and the school system and their feelings toward teaching in general. At the elementary level, 2,690 sixth graders were sampled (1,110 blacks). The data in this study shows some support not only for the cultural deprivation theory itself, but also for the critical interpretations of its inadequacies. The data examined all predict one educational outcome for black youngsters: failure. (Author/AM)

ED 137 430

UD 016 754

*Kim, Sangho Joseph.*  
A Study of the Korean Church and Her People in Chicago, Illinois.

Pub Date 75

Note—79p.

Available from—R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 (\$8.00)

Document Not Available from EDRS.

Descriptors—Churches, Church Programs, \*Church Responsibility, \*Church Role, Immigrants, Korean, \*Korean Americans, \*Korean Culture, Questionnaires, Religious Conflict, \*Religious Factors

Identifiers—\*Illinois (Chicago)

This is an exploratory paper which describes six Korean churches in Chicago, Illinois. The report provides historical background on the Korean people and on the social structure of their community in Chicago. The data is based on information collected on the churches during the period from June 1967 to March 1968. Methods used to gather the data included field observations, personal interviews, a questionnaire, and simple statistical data. The original questionnaire, written in English, was translated into Korean and sent to 400 Korean people in Chicago. It contained 40 questions including areas such as personal data, relation to church, opinion on the Korean church and community, and criticisms and suggestions. This paper sought to answer questions such as why there are six Korean churches in Chicago. It examined their problems and offered constructive criticism as to how the churches could become more effective in serving the people. The churches were found to be competing against one another. They shared theological, economic, cultural, and institutional problems. Findings indicate that the Korean pastors are in need of help in areas such as the following: (1) information concerning social welfare, (2) community organization resources, and (3) Christian education and leadership training resources. These findings are based on a 20% return rate of the questionnaires. The study suggests that the six churches coordinate their ministries, develop bicultural programs, and provide special services for youth and newcomers. (Author/AM)

ED 137 431

UD 016 755

*Henry, Franklin J.*

The Experience of Discrimination: A Case Study Approach.

Pub Date 74

Note—114p.

Available from—R and E Associates, 4843 Mission Street, San Francisco, California 94112 (\$9.00)

Document Not Available from EDRS.

Descriptors—Age Differences, \*Blacks, \*Case Studies, \*Comparative Analysis, Income, \*Interviews, Psychological Characteristics, \*Racial Discrimination, Self Concept, \*Social Discrimination, Social Status

Identifiers—\*Japanese Canadians, Ontario (Hamilton)

This is a study of discrimination as it was experienced by blacks and Japanese-Canadians living in Hamilton, Ontario. The report was based on 204 interviews conducted during the summer of 1964. In the interviews the respondents discussed their experiences in housing, work, and public accommodations. Respondents were encouraged to elaborate on any difficulties mentioned and the reasons for these difficulties. If any of the respondents reported that a difficulty was encountered because of race, this was considered to be an incident of discrimination. Factors associated with perceived discrimination among Japanese-Canadians included the following: a relatively high income, frequent social interaction with non-Japanese, and related factors such as preference for speaking English, and differences of religion within the family. Factors as-

sociated with the experience of discrimination among blacks are the following: a relatively low income, frequent social interaction with non-Negroes, youth, marriage to a white person, dark skin, and growing up in Hamilton. None of the factors considered in the study explained why blacks experienced more discrimination than Japanese-Canadians. (Author/AM)

ED 137 432

UD 016 756

*Lee, Don Chang*

Acculturation of Korean Residents in Georgia.

Pub Date 75

Note—98p.

Available from—R & E Associates, 936 Industrial Avenue, Palo Alto, California (\$8.00)

Document Not Available from EDRS.

Descriptors—\*Acculturation, Cultural Factors, Family Role, \*Family Structure, Historical Reviews, Immigrants, Korean, \*Korean Americans, \*Korean Culture, \*Socialization, Structural Analysis

Identifiers—\*Georgia (Athens), \*Georgia (Atlanta)

This report explores the acculturation of Korean residents; both Korean families and Korean American families who reside in an academic community (Athens, Georgia) and an urban community (Atlanta, Georgia). The study is based on the view that Korean residents in the United States are a distinctive subgroup that has not yet been studied in terms of how they adjust to the American culture and in terms of the problems they face. The study provides a historical and structural analysis of the Korean community over time. For the analysis, participant observation, interviews, the use of informants, documents prepared by Korean associations, and library literature are the major techniques and sources employed. Among the topics that are analyzed are the following: Korean family organization in the United States, Korean-American family organization, and acculturation and assimilation processes. Findings indicate that the development of the Korean community and structural changes within it seem to have a functional relationship with the environment. The organization pattern of the communities is based upon the size of the Korean population and the characteristics and ecological aspects of the two communities. The study suggests that the size of population and the kinds of institutions Koreans share determine the structure of life for Korean residents. Koreans in both communities are linked by the networks which have been extended from Korea or have been formed recently in the United States. The basic unit of interaction for Koreans is the family rather than the individual. In terms of structure and social position, most of the Korean-American families have little socialization with persons outside their own families. Although it is a slow process, acculturation of Korean residents does take place in many areas. The process involves trial and error, hesitation, conflicts and adjustment. Time and place are important factors in acculturation. (Author/AM)

ED 137 433

UD 016 760

School Integration Innovation Act of 1976: Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, Second Session on H.R. 14365.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 5 Aug 76

Note—108p.; Hard copy not available due to small type of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Innovation, \*Educational Legislation, \*Government Role, \*Integration Legislation, Racial Integration, \*School Integration

Identifiers—\*Emergency School Aid Act, \*School Integration Innovation Act

This document presents the proceedings of the hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor to amend the Emergency School Aid Act. The proposed act is titled the School Integration Innovation Act of 1976. It provides for innovative desegregation programs and procedures. Specifically, the amendment provides for the following: (1) construction and operation of magnet schools, (2)

the pairing of schools and programs with specific colleges and universities and with leading businesses. (3) the development of plans for and the construction of neutral site schools, (4) construction and development of educational parks, (5) education programs especially designed to improve the quality of education in inner city schools, and the general use of magnet schools for education. The proposed authorized appropriation level of the bill is for \$1 billion dollars a year. (Author/AM)

ED 137 434

UD 016 762

Village of Arlington Heights et al. v. Metropolitan Housing Development Corp. et al. Certiorari to the United States Court of Appeals for the Seventh Circuit. Syllabus.

Supreme Court of the U. S., Washington, D.C.

Pub Date 11 Jan 77

Note—25p.; No. 75-616. Argued October 13, 1976. Decided January 11, 1977

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Blacks, Discriminatory Legislation, \*Housing Discrimination, \*Low Rent Housing, Neighborhood Integration, \*Racial Discrimination, \*Racial Integration, \*Supreme Court Litigation

Identifiers—\*Illinois (Arlington Heights), \*Metropolitan Housing Development Corporation

This document presents the Supreme Court decision in the law suit between the Village of Arlington Heights, Illinois, and the Metropolitan Housing Development Corporation (MHDC). MHDC, a nonprofit developer contracted to purchase a tract within the boundaries of the Village of Arlington Heights, Illinois in order to build racially integrated low and moderate income housing. The contract was contingent upon securing rezoning as well as federal housing assistance. MHDC applied to the Village of Arlington Heights for the necessary rezoning from a single-family to a multiple-family classification. The Village denied rezoning stressing zoning factors that were operating in the area. After the Village denied rezoning, MDHC and individuals from minority groups filed a suit for injunctive and declaratory relief, alleging that the denial was racially discriminatory and violated the Equal Protection Clause of the 14th Amendment and the Fair Housing Act of 1968. The District Court held that the Village's rezoning denial was motivated not by racial discrimination but by a desire to protect property values and maintain the Village's zoning plan. Though approving those conclusions, the Court of Appeals reversed the earlier Court ruling finding that the ultimate effect of the rezoning denial would disproportionately affect blacks, particularly in view of the fact that the general suburban area, though economically expanding, continued to be marked by residential segregation. The Supreme Court reversed the judgement of the Court of Appeals finding, after re-examination of the evidence, that the MHDC and minority respondents failed to carry their burden of proving that discriminatory purpose was a motivating factor in the Village's decision. The Supreme Court concluded that Arlington had not been guilty of discrimination. (Author/AM)

ED 137 435

UD 016 764

*Hamilton, Malcolm C., Ed.*

Desegregation and Busing: An Annotated Bibliography, With Special Reference to the Case in Boston.

Pub Date Nov 76

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Annotated Bibliographies, Bus Transportation, \*Integration Legislation, Integration Methods, \*Racial Balance, Racial Factors, \*Reference Materials, Resource Materials, \*School Integration

Identifiers—\*Massachusetts (Boston), \*Metropolitan Council for Educational Opportunity

This is an annotated bibliography which cites the most important works on the legal, political, social, and economic background of desegregation. It also lists those works specifically pertaining to efforts at school desegregation in the city of Boston. The citations dealing with Boston include material on the racial imbalance legislation, Tallulah Morgan et al., Plaintiffs, the METCO Program, (Metropolitan Council for Educational Opportunity), and Operation Exodus. Citations

include various kinds of research materials, e.g., government documents, journal articles, books. (Author/AM)

ED 137 436 UD 016 791

Lyda, Wesley J.

**The Black Experience in the Development of American Education.**

Pub Date 76

Note—28p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Black History, \*Blacks, Civil War (United States), \*Educational History, \*Educational Legislation, Integration Litigation, Revolutionary War (United States), \*School Integration

Identifiers—\*Brown v Board of Education, \*Plessy v Ferguson, Washington (Booker T)

This scholarly paper written for the Second National Conference on Urban Education presents an overview of the black experience in the development of American education. It may be considered by some as a celebration of the Bicentennial. It begins with a discussion of the condition of blacks during the Revolutionary War and continues with an examination of this condition during the following four periods: 1) the Revolutionary to the Civil War, 2) the Civil War through Booker T. Washington to Plessy vs. Ferguson, 3) Plessy vs. Ferguson to Brown vs. Board of Education, and 4) Brown vs. Board of Education to the present. Throughout the discussion of each period, there are detailed references to specific books, documents, journals, acts and conventions, reflecting the black experience during a specific period of time. In addition quotes from prominent blacks and whites (e.g., John Hope Franklin, U.S. Supreme Court Justice John M. Harlan) are used to illustrate specific historic occasions. Included is a detailed list of "Legacies to Black Education" (important events in black American education organized according to the four historical periods designated by the paper). A bibliography is included. (PR)

ED 137 437 UD 016 792

**Integrating Black Studies into the Kindergarten and Primary Grades, V. 1. Integrating Black Studies into the Middle Grades; Grades 4, 5, and 6, V. 2.**

Pub Date 73

Note—607p.; Not available in hard copy due to author's restriction.

EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—\*African Culture, \*African History, \*Black Culture, \*Black History, \*Black Studies, \*Curriculum Guides, \*Elementary Education, Intermediate Grades, Primary Education

The aim of this program for the primary grades is to: 1) acquaint pupils with the many contributions by blacks to the city, state, nation, and world; 2) improve the self-image of black children and the understanding of white children so that a mutual respect can develop and grow; 3) acquaint all children with the heritage of Africa and its contributions to world culture; and 4) help children understand how people are important to each other. The guide is intended to assist teachers to integrate black studies into the regular work of levels K-3. Therefore, the units follow the normal elementary sequence: the family, the school, the community, and the earth. Each unit follows the same basic format. For example, Grade Two, "The Community", lists various kinds of communities (the city, suburban, rural, African, industrial, etc.); next come "Generalizations" (e.g., Every worker in the community is important); and then "Desired Outcomes" (e.g., To have some knowledge of life in African communities). This is followed by the basic lesson, suggested activities, short biographies of noteworthy blacks, and suggested resources. A black studies committee produced the middle grade curriculum guide after soliciting teacher opinion, taking suggestions from middle grade district meetings, and reviewing materials. The program is intended to help teachers integrate black studies into the regular work of the middle grades social studies curriculum. The fourth grade materials cover a sweep from historical notes on the first blacks known to have lived in St. Louis to present day local people. Fifth grade students study their own country and hemisphere, learning about blacks who have been important in all sections of the U.S. from early explorers to persons still living. The sixth grade focuses on Africa, its great

civilizations, its contributions to the world in law, medicine, art, government trade, mathematics, music, religion and education, and why these things have been so long ignored. The units contain objectives (e.g., Students should know black authors, explorers, poets, inventors and their contributions), readings (e.g., on Estevanico), discussion questions (e.g., How did Africans usually become slaves?), and suggested activities (e.g., Students pretend they are Estevanico and write a diary of experiences). Bibliographies are included. The appendices provide biographical statements on blacks in various fields. (Author/PR)

ED 137 438 UD 016 793

Blalby, William T. And Others

**Response Errors of Black and Nonblack Males in Models of Status Inheritance and Mobility. Discussion Papers 357-76.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of General Medical Sciences (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C. RANN Program.

Pub Date Aug 76

Grant—5-T01-GM01526; GI-31604; GI-44336; HD-5876

Note—88p.; Paper presented at the Annual Meeting of the American Sociological Association (New York, N.Y., August, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Blacks, \*Caucasians, \*Comparative Analysis, Conceptual Schemes, Error Patterns, Males, Measurement Techniques, Models, \*Occupational Mobility, \*Socioeconomic Status

Identifiers—Generational Differences, \*Measurement Errors, Occupational Changes in a Generation Survey

This scholarly paper assesses biases due to measurement errors in structural equation models of the intergenerational transmission of socioeconomic status by estimating unobserved variable models with data from the remeasurement program of the 1973 Occupational Changes in Generation-II survey. It is noted that reports of social background and achievement variables by nonblack males are subject to strictly random errors, while reports of black males appear subject to significant nonrandom errors. When measurement errors are ignored for nonblacks, occupational returns to schooling are underestimated by about 15%, the effects of some background variables are underestimated by as much as 22%, and variation in socioeconomic achievements not attributable to education or social origins by as much as 27%. Biases appear to be substantially greater for nonblacks. Consequently ignoring measurement error exaggerates racial differences in returns to schooling and occupational inequality not attributable to social origins. (Author/AM)

ED 137 439 UD 016 795

Brandt, David E.

**Reading Skills Laboratories—Optional Assignment, School Year 1974-1975.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—18p.; New York City Board of Education Function No. 09-59679

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Alternative Schools, Economically Disadvantaged, \*Educationally Disadvantaged, \*High School Students, Individual Instruction, Individualized Instruction, \*Reading Improvement, \*Reading Materials, \*Reading Skills, \*Remedial Reading Programs, Secondary Education

Identifiers—California Achievement Test, \*New York (New York)

This document describes and evaluates the Reading Skills Laboratories Optional Assignment Program for the school year 1974-75. The purpose of this program was to improve the reading skills of high school students (grades 9-12) whose reading fell two or more years below their grade level. The program was conducted in 8 alternative independent mini high schools in the New York City school system. Among the program objectives were the following: to improve reading levels, to generate more positive attitudes toward reading, and to provide students with reading

skills that would improve performance in other academic areas. The program combined an individualized approach to reading together with high interest level reading material. One of the major strengths of the program was the teaching staff and their ability to establish an excellent working relationship with their students. One of the major weaknesses of the program was poor student attendance at some schools. Student reading levels were improved and more positive attitudes toward reading were generated for many of the students who did attend school. (Author/AM)

ED 137 440 UD 016 796

Doyle, Robert E.

**Supportive Services Program; School Year 1975-1976.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—20p.; Appendix B and Appendix C are omitted because of marginal legibility of the original document; New York City Board of Education Function No. 09-69618

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment Problems, \*Counseling Services, English (Second Language), \*High School Students, Psychological Services, Referral, \*Remedial Mathematics, \*Remedial Reading, Secondary Education, Student Problems

Identifiers—\*New York (New York), \*Supportive Services Program

This document presents a description and evaluation of the Supportive Services Program in New York City for the 1975-76 school year. It was designed to reinforce the cognitive growth of disadvantaged high school students who were referred from one of three Title I programs: Skills Remediation in Reading; Remedial Mathematics; and Native Language Arts, English as a Second Language. The program provided supplementary counseling and family consultation to eligible students and operated in 32 high schools. The treatment group consisted of 2,873 students who received intensive services of at least 10 small group sessions or 12 individual sessions. The control group consisted of a subset (1,061 students) of the treatment group who participated in the same main component in the previous year or semester and who did not receive intensive service during the previous period. Findings indicated that students in the remedial reading program showed statistically significant improvements in grades 9 through 12, when the treatment length was for one year and in grades 9 and 10 when the treatment length was for one semester. Remedial math students showed an improved average monthly gain, but these were not statistically significant. The number of students from the ESL program was small (19 students) and results did not indicate statistically significant gains. (Author/AM)

ED 137 441 UD 016 797

Toledo, Victor

**Summer Reading Remediation for Incoming Pupils 1975; High School Umbrella Number 2, School Year 1975.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—14p.; Not available in hard copy due to the print quality of the original document; New York City Board of Education Function No. 09-61618 (a)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cocurricular Activities, Compensatory Education Programs, \*Dropout Prevention, Grade 9, Grade 10, Individualized Instruction, Program Evaluation, \*Remedial Reading, \*Secondary Education, Student Interests, \*Summer Programs, \*Transitional Classes

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, New York (New York)

The Elementary Secondary Education Act Title I program, Summer Reading Remediation for Incoming Pupils 1975, had two goals: to improve reading skills by supplying an intensive program of remediation in reading and to orient incoming students to their new school environment and its staff. Participating in the program were 2807 ninth and tenth grade students. They were both pre and post tested. All student participants were selected from Title I intermediate and junior high



schools. They were identified as retarded in reading. They were volunteers. The program consisted of one 50 minute period per day, five days a week. Reading skills were also stressed during a daily reinforcing activities period (metal shop, typing, drafting, etc.). Statistical analysis of gain scores as measured by the Metropolitan Achievement Test showed that students who were in the program for a maximum of 14 instruction days made significant gains, on the average, over one month's improvement. Some reasons for the large gains obtained were: the small class size (no more than 15 students per instructor), the diagnostic-prescriptive approach to reading remediation employed, the availability of a wide range of materials, and the fact that remediation in reading comprehension and vocabulary skills was integrated into other class activities (metal shop, typing, drafting, etc.). (Author/JM)

ED 137 442

UD 016 798

Herr, Audrey

Summer Program For Special Schools for Socially Maladjusted Children.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 15 Aug 75

Note—29p.; New York City Board of Education Function No. 09-61603

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Emotionally Disturbed Children, \*Exceptional Children, \*Problem Children, \*Reading Improvement, \*Reading Tests, \*Remedial Instruction, \*Remedial Reading, \*Socially Maladjusted

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, New York, New York (New York)

This report is an evaluation of a New York City School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to serve 1,640 children attending special day schools, psychiatric hospitals, and day and residential treatment centers for the socially maladjusted and emotionally disturbed in kindergarten through twelfth grade. The purpose of the program was to improve achievement in reading and to provide meaningful socialization activities for these children during the summer months. The major objective of the program was to help pupils achieve mastery of instructional objectives in reading. The CROFT (Reading) criterion referenced tests were used as assessment measures. The program was staffed by 178 teachers and 46 paraprofessionals under the supervision of 21 teachers in-charge. Two assistant coordinators and a project coordinator supervised the entire program. The participants were selected from twelve special day schools for socially maladjusted or emotionally disturbed children, nine psychiatric hospitals, 16 day and/or residential treatment centers for emotionally handicapped children, and 30 day and/or residential treatment centers for addicted children. These 67 sites, located in all of the five boroughs of New York City and four sites in upstate New York, were clustered into 21 school organizations for the purpose of supervision of the instructional program. An analysis of the data indicated that 70 percent of the participants mastered at least one instructional objective and that they did benefit substantially from the program. (Author/BS)

ED 137 443

UD 016 800

Shore, Marietta S.

Summer ESL Remediation for Incoming Pupils, 1975 High School Umbrella #2, Title I.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date Jul 75

Note—24p.; New York City Board of Education Function No. 09-61618 (C)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*English (Second Language), \*Grade 9, \*Grade 10, \*High School Students, \*Language Handicaps, \*Language Skills, \*Mathematics Instruction, \*Reading Instruction, \*Reading Skills, \*Secondary Education, \*Summer Programs

Identifiers—\*New York (New York), \*Stanford Achievement Tests

The Summer Remediation for Incoming Pupils Program was designed to provide remedial instruction in mathematics, reading, or English as a second language (ESL) to selected incoming 9th and 10th grade pupils in New York City. This report describes the program and evaluates its ef-

fectiveness for the summer of 1975. A major goal of the program was to bridge the gap from intermediate to high school. Pupils were selected on the basis of their reading and math scores on the Metropolitan Achievement Test, or if they were rated as having moderate to severe difficulties on the Oral Language Ability Scale for Rating Pupils' Ability to Speak English. The latter students were placed in the ESL component. A total of 3,610 students participated in the program, and of these, 299 were in the ESL component. For students in the ESL component, the goals were to improve understanding, speaking, reading, and writing of English. Activities provided included structural dialogues, choral repetition, reading selections and responding to questions which assessed comprehension, the writing of letters and vocabulary lists. Findings indicated a statistically significant difference from pre- and post testing as measured by the Stanford Achievement Test-Primary II Word Reading, Reading Comprehension, and Listening Comprehension Subtests. The majority of ESL and non ESL students were oriented to their new high school in a positive way. Despite deficiencies in library and guidance services, the overall program must be judged a success. (Author/AM)

ED 137 444

UD 016 801

Baratta, Anthony N.

Skills Remediation in Reading for Optional Assignment Pupils; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—23p.; New York City Board of Education Function No. 09-59677

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Diagnostic Teaching, \*High School Students, \*Individual Instruction, \*Reading Centers, \*Reading Development, \*Reading Improvement, \*Reading Skills, \*Secondary Education

Identifiers—\*Metropolitan Reading Test, \*New York (New York), \*TOPS Program

This document presents a description and evaluation of the Skills Remediation in Reading for Optional Assignment Program (TOPS) conducted for 4,569 students in 27 high schools in New York City. The participants were Title I optional assignment students in grades 9 through 12, whose reading ability was a minimum of two years below grade level based on the Metropolitan Reading Tests. Students were selected by the guidance counselor in the participating high school. This program operated in 56 reading skills centers or labs. The 4,569 students were assigned to a daily period of reading instruction in addition to their regular English classes. The thrust of the program was that of individualized instruction using diagnostic prescriptive techniques in the reading skills lab. The evaluation consisted of a comparison between real post test and predicted post test scores as measured by the Metropolitan Achievement Tests in reading. Data were obtained from 81% of the students. Findings indicated that the students in this program progressed beyond their previous record of achievement in reading skills development. (Author/AM)

ED 137 445

UD 016 803

Nevin, David Bills, Robert E.

The Schools That Fear Bull.

Pub Date 76

Note—186p.

Available from—Acropolis Books, Colortone Building, 2400 17th St., N.W., Washington, D.C. 20009 (\$10.00)

Document Not Available from EDRS.

Descriptors—Case Studies (Education), \*Elementary Secondary Education, \*Integration Effects, \*Private Schools, \*Race Relations, \*Racial Segregation, \*School Administration, \*School Environment, \*School Integration, \*School Role, \*School Segregation, \*Southern Schools, \*Southern States

Identifiers—\*Segregationist Academies

This book contains a full discussion on the new private schools established in the South in the wake of integration orders. These schools are known as segregationist academies. The book is divided into two parts. Each was done separately and by a different author. The first part presents a qualitative report designed to present a clear and graphic picture of the nature of the new schools. The second part is a study of eleven par-

ticular schools conducted by an educational researcher and supported by computer analysis of test results. The analysis conducted on the eleven schools indicates that the schools operate under severe handicaps. They frequently have an insufficient pool of children from which to draw to assure adequate financial support, inadequately prepared teachers, weak headmasters who lack training and experience in administrative roles, and a restricted curriculum. In spite of the problems, the parents have strong positive attitudes toward the schools. The schools offer solutions to situations which the parents believe would be catastrophic for their children. They also emphasize the parents' values, e.g. neatness, discipline. The qualitative and descriptive data indicate that the private schools which were studied should be of a highly inferior quality as measured by their effects on the children, but the quantitative data suggest that the results are not entirely as expected and that for the children in these private schools, experience in their local public schools might have negative affective effects. The inadequate data which are available suggest that cognitive achievement may be about the same for students in the private schools as for those in the public schools. (Author/AM)

ED 137 446

UD 016 804

Rossman, Jack E. And Others

Open Admissions at City University of New York:

An Analysis of the First Year.

Pub Date 75

Note—265p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$13.50)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Academic Standards, \*Achievement Gains, \*College Programs, \*College Students, \*Educationally Disadvantaged, \*Educational Opportunities, \*Higher Education, \*Open Enrollment, \*Program Effectiveness, \*Program Evaluation, \*Student Attitudes

Identifiers—\*City University of New York, \*CUNY, \*New York (New York)

This book analyzes the effects of the Open Admissions Program at the City University of New York (CUNY) during its first year. The project undertook three tasks: (a) to clarify the issues surrounding the concept of open admissions in higher education; (b) to describe the curricula and programs developed by the various colleges of CUNY in response to the first year of open admissions; and (c) to assess the impact of this first year of open admissions on the freshmen who entered CUNY in the fall of 1970. Data analysis focused on two kinds of outcomes: (a) those related to cognitive and academic achievement, and (b) those related to motivation and attitudes. Among the basic findings of the study are the following: (a) freshmen improved their reading and arithmetic achievement test scores significantly between spring 1970 and spring 1971. The increase was about the same for open admissions and regular admission students and for those at two-year colleges and four-year colleges, (b) the best predictors of freshman grade point average were the usual variables of sex, high school grades, high school rank, and achievement test scores, (c) the average first year grades of CUNY students were somewhat higher than those of freshmen in general, as reported in data on national norms in 1967, (d) CUNY students were somewhat less satisfied with their first year of college than were students nationally, (e) of the four groups within the CUNY community, faculty members and administrators were most inclined, and upperclassmen least inclined to view open admissions favorably; incoming freshmen occupied a middle position, (f) open admissions or regular admissions status per se was a relatively unimportant predictor of first-year outcomes. Although the two groups differed in many ways on the criteria examined, it was clear that open-admissions students brought with them to college a number of characteristics, besides past achievements, which proved to be more important predictors of first-year outcomes. (Author/AM)

ED 137 447

UD 016 805

Hedley, Carolyn N.

Creative Reading Program at Children's Art Carnival; September 1974-June 1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date Jun 75

Note—38p.; New York City Board of Education Evaluation Report, Function No. B/E 09-59635; Best Copy Available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Aesthetic Education, \*Art Activities, \*Art Expression, Communication Skills, Creative Reading, \*Elementary Education, Grade 2, Grade 3, Grade 4, Individualized Instruction, \*Reading Centers, Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills

Identifiers—Elementary Secondary Education Act Title I, \*New York (New York)

One hundred eight children in grades two to four (ages 7 to 10) whose reading level was one to two years below grade level participated in this program. The Creative Reading Program for the Children's Art Carnival funded under the Elementary and Secondary Education Act Title I had as its purpose the teaching of reading and other communication skills by using the aesthetic experience as the foundation of reading-language instruction. The Carnival provided an individualized reading program which related each child's developmental pattern as it was revealed in art workshops to a reading plan especially designed for the student. There were three, 12 week sessions in the Carnival. The students met twice a week at the Carnival Center where a small reading laboratory existed. These students met with the reading improvement teacher three times a week in their respective schools. At these in-school reading laboratories, the children worked in small groups on reading-communication skills in activities and study sessions that were based on the art experienced at the Children's Art Carnival. The Carnival program supplemented the regular school program by offering individualized one-to-one instruction which provided a choice of ways to learn reading. Findings indicated that the Carnival Program was successful. The children evidenced a great deal of personal and attitudinal affective development according to Psychological Center personnel. They progressed in reading and linguistic achievement as measured on the Prescriptive Reading Inventory. (Author/AM)

ED 137 448 UD 016 806

Sanua, Victor D.

Bilingual Program for Physically Handicapped

Children; School Year, 1974-1975.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Pub Date 75

Note—33p.; New York City Board of Education

Function No. 09-57605; Appendices B,C and D

are omitted due to marginal legibility of the

original document.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Students, Bilingual Teachers, Black Students, \*Compensatory Education Programs, Curriculum Development, Elementary Secondary Education, Inservice Teacher Education, \*Language Handicapped, \*Physically Handicapped, Self Esteem, Spanish Speaking, Special Education

Identifiers—\*Elementary Secondary Education Act Title VII, ESEA Title VII, \*New York (New York)

The purpose of the Bilingual Program for physically handicapped children was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. Emphasis was placed on the children improving their native language along with learning English as a second language. Emphasis was placed also on improving the student's self-understanding and self image through demonstrating the worth and value of the use of his native language, and by providing instruction in Hispanic history and culture. In addition to the instructional component, the project incorporated three other components: curriculum and materials development, teacher training, and parental involvement. To evaluate the effectiveness of the program, pre- and post tests were administered to the students. It was found that 78% per cent of the pupils showed some progress in reading, 74 per cent improved their self-image, and 85 per cent of the pupils improved their knowledge of Hispanic culture. (Author/JM)

ED 137 449 UD 016 807

Strota, Norman

Bilingual Program for Children in Bureau CRMD

Classes, School Year, 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—33p.; New York City Board of Education

Function No. 09-67602

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, \*Bilingual Students, Bilingual Teachers, \*English (Second Language), Mathematics Instruction, \*Mental Retardation, \*Non English Speaking, Reading Skills, \*Retarded Children, Self Concept, Student Attitudes

Identifiers—\*New York (New York), Supportive

Services

This document presents a description and evaluation of the bilingual program for children in Bilingual Class for Retarded and Mental Development (BCRMD), a program designed to provide bilingual instructional and supportive services to eligible BCRMD students. The program provided supplementary bilingual bicultural services to 153 mentally retarded pupils, of whom 108 were non-English dominant and 45 were English dominant. The program operated in four BCRMD schools. Each school was provided with a project team made up of a Bilingual Resource Room Teacher and a Bilingual Paraprofessional. The primary goal of the program was to provide equal educational opportunity for non-English speaking children through activities that would maximize their native language proficiency while developing competence in English. The program also sought to train bilingual teachers and to develop a bilingual-bicultural curriculum. The bilingual resource room teams served two kinds of Spanish-speaking students: those most limited in English speaking ability, and those less limited. The first group received daily bilingual instruction in CORE curriculum, language arts, math, English as a second language and cultural heritage. The second group received supportive bilingual instruction three times per week. Unlike the first group, these students received their developmental reading instruction in English. Findings indicated that success was achieved in Spanish reading, mathematics, CORE curriculum, cultural heritage and self concept. Pupils failed to achieve success in English as a second language. (Author/AM)

ED 137 450 UD 016 808

Hollinshead, Merrill T.

Bilingual Instruction in Reading and Mathematics

of Pregnant Non-English Speaking Students.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Pub Date Jun 75

Note—23p.; New York City Board of Education

Function No. 09-58602

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adolescents, \*Bilingual Education, Bilingual Students, \*English (Second Language), High School Students, Individualized Instruction, Junior High School Students, \*Pregnant Students, Remedial Mathematics, Remedial Reading, \*Secondary Education, \*Spanish Speaking, \*Unwed Mothers

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, New York (Harlem), New York (New York)

This is an evaluation report of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to provide bilingual instruction to pregnant school-age girls who were two or more years below grade level in reading and mathematics. It was also designed for students who were deficient in their ability to speak and understand English. Approximately 40 Spanish-speaking students, aged 13 to 19, were enrolled in the program; however, due to poor attendance and a high rate of attrition, there were only 20 students on register at any particular time. A bilingual teacher, and an educational assistant conducted the program of individualized instruction under the supervision of the school principal. Achievement data are presented for reading and mathematics. A historical regression analysis was used to compare actual posttest scores with anticipated posttest scores. Although this method of data analysis did not reveal statistically significant gains in reading and mathematics, it did show that students gained over one month in both reading and mathematics for each month of the treatment period. Students made statistically significant gains in Spanish vocabulary and com-

prehension. The program objectives were met for those students who participated in the program. (Author/BS)

ED 137 451 UD 016 809

Heintz, Paul

High School Peer Tutoring (Homework Helpers)

Program; School Year, 1974-1975.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Pub Date 75

Note—32p.; New York City Board of Education

Function No. 09-59615; For a related document see ED 108 154

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Students, College Students, \*High School Students, Homework, Individual Instruction, Mathematics Instruction, \*Peer Teaching, \*Remedial Programs, Remedial Reading, \*Tutorial Programs, \*Tutoring

Identifiers—\*Homework Helper Program, \*New York (New York)

The High School Homework Program was designed to provide eligible high school students, grades 9 through 12, with intensive individualized remedial instruction in reading, mathematics, and language as well as assistance with daily homework assignments. The major objectives of the program were to help students who were two or more years retarded in reading or mathematics improve their ability in these areas of academic achievement, and to help students whose native language was not English improve their language and mathematics skills. Over 4,000 students participated in the program. They were all volunteers. The program trained and employed high school and college students to serve as peer tutors. The analysis of reading and math test scores yielded highly significant differences between predicted and post test gains and actual post test gains in language and mathematics skills. The students who received tutoring in the program showed, on the average, an increment of two months of academic achievement for every month of participation in the program. This evaluation indicates that the outstanding success of the program can be attributed to the following factors: an excellent orientation component, good program organization, tutorial strategies, material used in the program, and staff interest in students. (Author/AM)

ED 137 452 UD 016 810

Bloom, Irving

Bilingual Pupil Services; Summer, 1975.

New York City Board of Education, Brooklyn,

N.Y. Office of Educational Evaluation.

Pub Date 75

Note—30p.; New York City Board of Education

Function No. 09-61621; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Language Handicaps, \*Mathematics, Non English Speaking, Paraprofessional School Personnel, \*Reading Programs, \*School Services, \*Spanish Speaking

Identifiers—Bilingual Pupil Services Program,

\*Elementary Secondary Education Act Title I,

\*New York (New York)

This paper describes and evaluates the Bilingual Pupil Services Program in New York City. This program provided small group instructional services in reading and mathematics to students of Hispanic background whose regular teachers and bilingual coordinators identified them as requiring supplementary instruction because of language difficulties or other related educational handicaps. These services were provided to groups of about seven children to each bilingual professional assistant, educational assistant, or educational associate assigned to the classroom. The number of pupils served was approximately 410 at 19 sites in grades one through nine. The stress in the bilingual program was placed on language development skills and reading skills used to learn mathematical concepts and computations. The evaluation indicated that on the Cooper-McGuire criterion referenced tests which were used in most of the districts, the students at all age levels achieved 70% mastery of the identified reading objectives. Mathematics results are not reported since a standardized instrument in mathematics was not used. (Author/AM)

ED 137 453 UD 016 812

Oxman, Wendy G.

Comprehensive Hearing Impaired Reception Program; Spring, 1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 75

Note—19p.; New York City Board of Education Function No. 09-58613

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Bilingual Education, Bilingual Students, Bilingual Teachers, \*Communication Skills, \*Handicapped Students, \*Hard of Hearing, \*Language Handicaps, Resource Centers, \*Spanish Speaking, Supplementary Education, Verbal Ability

Identifiers—\*Comprehensive Hearing Impaired Reception Program, \*New York (New York)

This document presents a description and evaluation of the Comprehensive Hearing Impaired Reception Program (CHIRP). This program was designed to improve effective communication skills for hearing handicapped students whose native language was not English, and whose language deficiencies prevented them from effective participation in the learning process. A total of 47 students, all of Hispanic background participated in the program. The program supplemented the regular services provided in resource rooms and in a work-study program for the hard of hearing in several schools. In the resource rooms, handicapped students received supportive services for part of the school day, and the remainder of their time was spent in regular classes. The program consisted of individual and small group language lessons conducted for at least 40 minutes daily. The evaluation included pre- and post testing with the newly prepared Rating Scale of Pupils' Ability to Speak English and the Rating Scale of Pupils' Ability to Speak Spanish tests. Although the results did not reveal significant changes, the program served a target population in need of its services. As an adjunct to the resource room program, the program appears limited to the extent to which it went beyond the scope of the services already provided. (Author/AM)

ED 137 454

UD 016 821

The Emerging Needs of Postsecondary Opportunity Programs in New York; A Conference Sponsored by the Commissioner of Education's State-wide Committee of Educational Opportunity.

State Univ. of New York, Albany. Office of the Commissioner of Education.

Pub Date Apr 76

Note—128p.; Proceedings of a conference sponsored by the Commissioner of Education's State-wide Committee of Educational Opportunity (Syracuse, N.Y., April 14-16, 1975)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Academic Achievement, \*Conference Reports, Conferences, \*Educationally Disadvantaged, \*Educational Opportunities, Educational Programs, Evaluation Needs, Failure Factors, \*Higher Education, \*Post Secondary Education, Research Needs, State of the Art Reviews, Student Financial Aid

Identifiers—\*New York

This document contains the proceedings of a conference focusing on the emerging need for postsecondary educational opportunity programs in New York state. The conference consisted of a series of addresses on issues such as the status of equal educational opportunity programs and the changing climate of higher education and the disadvantaged. In addition to the various addresses delivered by experts in the field, workshops were held in several areas including: (1) the ecology of success and failure, (2) new academic programs and the non-traditional student, (3) research and evaluation in an age of accountability, (4) principles and practices of sound program administration, (5) role of assessment and testing in the diagnostic/prescriptive process, (6) financial aid and the needy student, (7) counseling the disadvantaged student, (8) issues in the recruitment and admission of the "new" or disadvantaged student, and (9) the role of new curricular and tutorial models in meeting the needs of the educationally disadvantaged. (Author/AM)

ED 137 455

UD 016 828

Almeida, Cynthia H. O'Shaughnessy, Thomas  
Corrective Reading Services in Nonpublic Schools, ESEA Title I 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—38p.; New York City Board of Education Function No. 09-59626

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Corrective Reading, Elementary Secondary Education, \*Nonpublic School Aid, Program Evaluation, \*Reading Ability, \*Reading Achievement, \*Reading Development, Reading Improvement

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*New York (New York)

This document presents a description and evaluation of the Corrective Reading Services Program designed to serve approximately 13,769 eligible, educationally deprived pupils in 229 non-public schools of New York City during the 1974-1975 school year. The purpose of the program was to improve the reading level of the students through a corrective reading component designed to supplement the regular reading program of the schools served. Students in the program had to meet the dual eligibility criteria of residence in a target area and a level of educational achievement below minimum grade level competency. Emphasis in the selection process was placed on students between grades one and six, although students above that level who showed significant retardation were given service. Instructional time varied from one school to another. Classes ranged in length from 45 to 60 minutes. The instructional methods used by each teacher varied, but they were geared to meeting the needs of individual students. The evaluation had two aims: to determine if the implementation of the program had been conducted in accordance with the proposal guidelines and to determine if there was a statistically significant increase in pupil reading achievement for the 1974-1975 period, as measured by standardized tests. In terms of implementation, it was found that the program and the proposal guidelines coincided. In terms of pupil achievement, it was found that achievement in reading was outstanding, on the whole, the only exception being grades 10 and 12. (Author/AM)

ED 137 456

UD 016 830

Banks, W. Curtis McQuater, Gregory V.

Achievement Motivation and Black Children. IRCD Bulletin, Volume XI, Number 4, Fall, 1976.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Black Achievement, Black Students, \*Black Youth, \*Caucasian Students, Learning Motivation, \*Minority Groups, \*Motivation, \*Performance, Performance Factors

This scholarly report critiques and analyzes material on factors affecting motivation of black children. Different aspects of research in the area are explored. Of particular interest is the research on task-like. This research indicates that blacks and whites have been shown to assume the same degree of effort orientation toward tasks of high and low interest. Such findings refute the arguments of those who hold that blacks are less able to sustain effort orientations than are whites. Research articles are reviewed and criticized. (Author/BS)

ED 137 457

UD 016 837

Sedlacek, William E. Brooks, Glenwood C., Jr.  
Racism in American Education: A Model for Change.

Pub Date 5 Sep 76

Note—226p.

Available from—Nelson-Hall, 325 West Jackson Boulevard, Chicago, Illinois 60606 (\$12.50)

Document Not Available from EDRS.

Descriptors—\*Behavior Change, Bias, \*Blacks, \*Caucasians, Change Agents, \*Change Strategies, Changing Attitudes, Educational Change, \*Models, Racial Attitudes, Racial Differences, \*Racism, School Integration

This book provides a practical approach or model for eliminating racism in education. The model has been developed over several years and is based on research and direct experience in various types and levels of educational settings. This model for change is aimed primarily at whites and/or white-oriented institutions. The book deals with the model stage by stage, demonstrating its utility with examples in a number of school, college and university settings. A number of major principles are incorporated in this approach to eliminating racism. First, it is outcome oriented. The emphasis is on the results of ac-

tions rather than on the actions themselves. Second, it includes monitoring methods at each stage. Third, the suggested procedures are progressive; that is, one must work through the various stages sequentially, building on each earlier stage. Fourth, the suggestions in the model should be applied so as to provide minimum discomfort to the people or institutions one is attempting to change. Finally, the active involvement of participants is an important strategy for the "change agent" implementing the model. Minority and majority group members must participate as change agents and/or consultants. (Author)

ED 137 458

UD 016 838

Evaluation of Selected New York City Umbrella Programs, 1974-1975 School Year.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Pub Date Jul 75

Note—144p.; New York City Board of Education Function Numbers: 20-53402, 20-53406, 20-53407, 20-53408, 20-53409, 20-53410, 20-53411, 20-53412, 20-53413, 20-53414, 20-53417, 20-53418

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Bilingual Education, Diagnostic Teaching, Educationally Disadvantaged, Elementary Secondary Education, English (Second Language), \*Mathematics Instruction, \*Program Effectiveness, \*Program Evaluation, \*Reading Programs, \*Reading Skills, Social Studies, Tutorial Programs

Identifiers—\*New York (New York), Umbrella Projects

An evaluation of twelve different New York City Umbrella Programs coordinated in New York City public schools during the 1974-1975 school year is contained in this document. This report presents a description and evaluation of these programs, together with the major findings. The programs were implemented in the following areas: (1) tutoring in Harlem, (2) social studies, (3) reading and mathematics, (4) bilingual tutoring and instruction to immigrant children, (5) teacher training and instructional innovation in reading and other curriculum areas, (6) instructing students on the adverse effects of venereal disease, cancer, alcoholism, narcotics abuse, and other health problems, (7) bilingual and bicultural education to Spanish speaking children, and (8) diagnostic and prescriptive reading instruction. (Author/AM)

ED 137 459

UD 016 840

Mercado, Aurea A.

Musical for the Handicapped.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—27p.; New York City Board of Education Function No. 09-56612

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Auditory Perception, \*Emotionally Disturbed, \*Mentally Handicapped, Motor Development, \*Music Therapy, Perceptual Development, Perceptually Handicapped, \*Perceptual Motor Coordination, Psychomotor Skills, \*Retarded Children, \*Sensory Training

Identifiers—\*Education of the Handicapped Act Title VI B, New York (Brooklyn)

This report is an evaluation of a New York City school district educational project funded under Title VI B Education of the Handicapped Act. Under the direction of a project coordinator and a music therapist, 365 emotionally disturbed, hyperactive, and mentally retarded youngsters, ranging in age from 6 to 15, participated in the program. Primary emphasis was placed on improving the visual motor, visual auditory, and perceptual motor coordination of these youngsters through music activities. A nineteen item rating scale performance test was developed by the project staff as an assessment measure and was administered in pre and posttest situations. A statistical analysis of the data revealed significant differences in the scores. It was concluded that students made gains in the affective, cognitive and psychomotor domains as a result of the music instruction they received. (Author/BS)

ED 137 460

UD 016 843

Seiferth, John C.

Guggenheim Museum Children's Program; Learning to Read Through the Arts, Summer, 1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.



## Pub Date 75

Note—33p.; For related documents see ED 108 149 and UD 016 842; New York City Board of Education Function No. 09-61635

## EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Art Education, Arts Centers, Curricular Activities, \*Elementary Education, Field Trips, Grade 4, Grade 5, Grade 6, Museums, Parent Participation, \*Program Evaluation, \*Reading Programs, Remedial Mathematics, Remedial Reading, \*Summer Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, \*New York (New York)

During the summer of 1975 the program "Learning to Read Through the Arts" had as its target population 130 Elementary Secondary Education Act Title I eligible children ages 10 to 12 who were performing at least two years below grade level in reading. The students were divided into homogeneous reading groups based on standardized achievement test scores. The same groups also received instruction, on a limited basis, in mathematics. The program focused on the improvement of reading skills through motivating pupil interests. Supplementary workshops in the arts (dance, theater, music, painting, sculpture, mixed media, drawing, printmaking, puppetry, crafts, film making etc.), were closely correlated with the reading program. Weekly field trips supplemented the instructional program. Parents attended an orientation session and were provided opportunities to participate in workshops taught by an arts and crafts instructor and/or the social worker. Parents also participated on the advisory council of the program. The various components of the program were competently coordinated, supervised and administered. The pupils who completed the program exceeded anticipated outcomes. Positive growth gains were recorded on the McGraw-Hill Prescriptive Reading and the Prescriptive Mathematics inventories. (Author/JM)

## ED 137 461

UD 016 844

Lesser, Saal D. Mishken, Mark

Central ESEA Title I Remedial Services for Eligible Nonpublic School Pupils: Clinical and Guidance Services, School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—44p.; Not available in hard copy due to marginal legibility of the original document; New York City Board of Education Function No. 09-69630

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Rating, \*Behavior Problems, Behavior Rating Scales, Discipline Problems, Elementary Secondary Education, English (Second Language), Guidance Programs, \*Guidance Services, Private Schools, Problem Children, \*Program Evaluation, \*Remedial Mathematics, \*Remedial Reading

Identifiers—\*Elementary Secondary Education Act Title I, \*New York (New York)

The purpose of the clinical and guidance services component of the Central Elementary and Secondary Education Act Title I Remedial Services for Eligible Nonpublic School Pupils Program was to enhance the behavior of children in relation to specific instructional skills areas. The component included students who were diagnosed as needing various kinds of remedial assistance in two areas: (1) achievement, and (2) behavior hampering school achievement. The achievement or skill development areas included reading, math and English as a second language. Approximately 6,962 students from 173 schools participated in the program. The pupils, their parents, teachers, Title I remedial teachers and personnel from the Clinical Guidance Service were involved in the improvement effort. Students were included in the evaluation if they had designated pre and post scores in at least one skill area, and on the Behavior Rating Scale (BRS). The first objective, dealing with the improvement in achievement attributable to improvement in behavior, was met for reading and math, and somewhat less for English as a second language. The second objective, improvement in behavior was both statistically and practically significant. The third objective dealing with the actual performance of the program was successfully met. (Author/AM)

## ED 137 462

UD 016 845

Berger, Kenneth

Central 1974-1975 Title I Remedial Services for Eligible Nonpublic School Pupils: Reading Skills Center Component, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—29p.; New York City Board of Education Function No. 09-59627

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Diagnostic Teaching, Elementary Education, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Private Schools, \*Program Evaluation, \*Reading Centers, \*Reading Improvement, \*Reading Skills

Identifiers—\*Elementary Secondary Education Act Title I, \*New York (New York)

The 1974-1975 Reading Skills Center component of the Elementary and Secondary Education Act Title I Remedial Services for Eligible Nonpublic School Pupils Program was designed to provide intensive diagnostic-prescriptive reading instruction for students in grades four through eight who had evidence of reading retardation in excess of two and one half years below their nominal grade level. Priority for participation in the program was given to those pupils who had previously participated in the Title I nonpublic school corrective reading program and who had made little or insufficient progress. Students attended centers in groups of five students per teacher. They received instruction for three to five sessions per week in class periods ranging from 45 to 60 minutes. Two teachers were located at each of the eight centers so that a total of about four hundred students could be served. Instruction centered around the use of the Random House High Intensity Learning System in Reading. This system is composed of three major components: the classroom management system, a library of reading materials, and a staff development program. The classroom management system contains a compilation of 500 specific reading objectives with a listing of the precise instructional activities that foster the attainment of the specified objectives. The evaluation objective, "showing significant improvement in reading", was achieved. Program strengths included a favorable teacher student ratio, the quality of the teaching staff and their effort, skillful supervision, the selection of appropriate facilities and materials, and the eclectic approach of program staff. (Author/AM)

## ED 137 463

UD 016 846

Berger, Dan

Corrective Reading, Corrective Mathematics and Bilingual Instruction of Pregnant School Age Girls; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—20p.; Not available in hard copy due to marginal legibility of the original document; New York City Board of Education Function No. 09-51683

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bilingual Education, Compensatory Education Programs, Individualized Instruction, Low Achievers, \*Pregnant Students, \*Program Evaluation, Remedial Mathematics, Remedial Reading, \*Secondary School Students, Spanish Speaking, Urban Education

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, \*New York (New York)

This program, funded under Title I of the Elementary and Secondary Education Act was designed to provide continuity of instruction in reading and mathematics for eligible pregnant school age girls in New York City. It was also designed to provide bilingual English-Spanish instruction for eligible students. The target population for the program was pregnant girls who were in attendance during the regular school year at one of the six facilities for pregnant girls in New York City. Approximately 1900 pregnant secondary school age students participated during the school year. The corrective reading program was designed to foster independence in the use of word-attack and comprehension skills. Through testing, weaknesses were diagnosed and treatment recommended during the pupil teacher and teacher guidance counselor conferences. Students were selected for participation in the corrective

reading and corrective mathematics programs on the basis of their being at least two years retarded in either subject, according to national norms, in attained grade equivalent scores. Each participant was to attend the program five days a week, five hours a day, from nine to three during the 1974-75 academic school year. Based on an analysis of test results and site visits it was determined that the program provided a vital service to pregnant school-age girls who were two or more years retarded in reading and/or math. (Author/JM)

## ED 137 464

UD 016 847

Echternacht, Gary

Corrective Reading and Corrective Mathematics Instruction of Pregnant School Age Girls, Summer, 1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—44p.; New York City Board of Education Function No. 09-61610

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Corrective Reading, \*Mathematics Instruction, \*Pregnant Students, \*Reading Instruction, \*Summer Programs

Identifiers—New York (Bronx), New York (Brooklyn), New York (Manhattan), New York (Queens)

In the summer of 1975 a program to improve reading and mathematics skills for pregnant school age girls was implemented in New York City. The program was designed to provide continuity of instruction in reading and mathematics from spring to fall for girls who were at least two years behind in reading and mathematics achievement. The summer program was initiated at four schools, one each in the Bronx, Brooklyn, Manhattan, and Queens. Each of the schools provided instruction for pregnant girls during the normal school year. During the summer, these schools provided corrective instruction for about three hours in the morning. Participation in the program was voluntary. Students attended classes in corrective reading, corrective mathematics, and a class that reinforced instruction in the previous classes through instruction in the use of business machines such as the typewriter, and keypunch. The program used a diagnostic and prescriptive approach to instruction. The program tests used for diagnosis and mastery testing were used for program evaluation. Analysis of the classroom testing data indicated that about 80% of the students in reading and 85% of the students in math, achieved mastery in at least one instructional objective. Further analysis showed that many students had mastered a significant number of objectives prior to instruction and that some teachers administered few objective tests to their students. One reason for this was due to the relatively low levels of reading and mathematics skills measured by the test materials. (Author/AM)

## ED 137 465

UD 016 848

Miller, Harry L.

Central ESEA Title I Remedial Services for Eligible Nonpublic School Pupils: Corrective Reading Component, 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 76

Note—37p.; New York City Board of Education Function No. 09-69626

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Corrective Reading, Elementary Secondary Education, \*Individualized Instruction, \*Nonpublic School Aid, \*Reading Programs, \*Reading Skills

Identifiers—\*Elementary Secondary Education Act Title I, \*New York (New York)

This document presents a description and an evaluation of the Corrective Reading Services Program, a component within the ESEA Title I nonpublic school program. This component was designed to serve approximately 12,000 eligible, educationally deprived children in 229 schools in New York City during the 1975-76 school year. The purpose of the program was to improve the reading level of participating pupils through corrective reading and to supplement the regular reading programs of the schools served. The findings indicated that the major program objective, that of significant improvement of reading levels, was met successfully. Of the twenty two component groups analyzed, in twenty the post test scores exceeded predicted scores. Only two components failed to achieve at significant levels.

The single most outstanding implementation feature of the program was the diagnostic prescriptive model of instruction, with a considerable emphasis on individualization. The small group setting and the great variety of instructional materials contributed to the effectiveness of the successful programs. (Author/AM)

ED 137 466 UD 016 854

Abramson, Jacob  
Bushwick High School Bilingual Bicultural Project; School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 76

Note—19p.; New York City Board of Education Function No. 09-67620

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, \*Bilingualism, \*Bilingual Students, \*English (Second Language), \*Mathematics, Reading Achievement, \*Reading Programs, \*Secondary School Science, Spanish Speaking, Student Improvement

Identifiers—\*Elementary Secondary Education Act Title VII

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The project was designed to offer bilingual instructional and supportive services to 9th and 10th grade Hispanic students. Its objectives were (1) to increase student performance on the New York City Language Fluency Scale, (2) to increase student performance in reading achievement in both English and in the native language; (3) to increase student competency in social studies, science, and math; (4) to increase the attendance of the students in the program; and (5) to instill more positive attitudes toward self and school in these students. Detailed statistics showed that the objectives of the program were met. (Author/BS)

ED 137 467 UD 016 855

Laudor, Charles R.  
Bridge to School Program; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 75

Note—15p.; New York City Board of Education Function No. 09-59604

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Early Childhood Education, Handicapped Children, \*Handicapped Students, Individualized Instruction, Learning Difficulties, \*Learning Disabilities, Primary Education, Primary Grades, Reading Readiness, \*Remedial Instruction, Remedial Programs, \*Remedial Reading Programs, \*Special Education

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

This report is an evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program was designed to supplement an ongoing early childhood readiness program and to provide individualized instruction in reading and math to a select group of learning disabled children between the ages of 5 and 7. In total, 154 children participated in the program. The instruction, under the supervision of a teacher-coordinator, involved 7 specially selected teachers, trained in learning disabilities and special education, utilizing a combination of teacher-created and commercial learning materials at 16 designated sites which included hospital work areas and clinics as well as special classrooms within schools. Using the "Psychoeducational Evaluation of the Pre-School Child" (Jedrysek, Klapper, Pope and Wortis), as an evaluation instrument, the evaluation attempted to determine whether improvement of the children in various developmental areas would show a statistically significant difference between pre and post test scores. These areas included physical functioning and sensory status; perceptual functioning; competence in learning for short term retention; language competence; and cognitive functioning. The test results were statistically significant indicating the success of the program. (Author/BS)

ED 137 468 UD 016 856

Roth, William  
Bilingual Teacher Intern Program; School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 76

Note—51p.; New York City Board of Education Function No. 09-67621

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Bilingual Education, Bilingual Teachers, Children, \*English (Second Language), Internship Programs, \*Spanish Speaking

Identifiers—\*Elementary Secondary Education Act Title VII, New York (Bronx), New York (Brooklyn), New York (Manhattan)

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The goals of the program were to provide bilingual instructional services in all subject areas to Hispanic pupils of limited English-speaking ability and to select, train, and place bilingual teachers in the classroom. Approximately 2400 Hispanic children in grades K-8 were served by the program. Eighty college graduates with teaching credentials and bilingual communication skills in English and Spanish served as interns in the instructional program. The interns were placed in 54 schools encompassing three New York City boroughs. The program was staffed by a Project Director, a Coordinator, three Field/Counselors/Teacher Trainers, and two administrative aides. Teacher training was conducted through three components: in-service workshops, graduate school training, and field supervision. Specific program objectives and the means for achieving these objectives are outlined. The findings are presented and discussed. On the basis of the results it was concluded that the major objectives were met. (Author/BS)

ED 137 469 UD 016 857

Soler, Stanley  
Adlai E. Stevenson High School Bilingual Program; School Year 1975-76.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 76

Note—44p.; New York City Board of Education Function No. 09-67611; Page ii, List of Tables, is not reproduced due to marginal legibility of the original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Bilingual Education, \*Bilingual Students, Class Attendance, \*English (Second Language), High School Students, Remedial Mathematics, Remedial Reading, \*Spanish Speaking

Identifiers—\*Elementary Secondary Education Act Title VII, New York (Bronx)

This report is an evaluation of a New York City school district educational project designed to offer bilingual instructional and supportive services to ninth, tenth, and eleventh grade high school students under funding from Title VII of the Elementary and Secondary Education Act of 1965. Its main objectives were to increase (1) the basic English skills of students in the expressive areas; (2) vocabulary and reading comprehension in English and Spanish; (3) competency in math and science; (4) student awareness of cultural heritage and ethnic background; and (5) student attendance. The target population consisted of 250 Spanish speaking boys and girls. The staff included a project director, three content area specialists, a bilingual counselor, two English as a Second Language (ESL) teachers, and a number of assistants. A native language arts teacher and an additional education assistant were included for a part of the program. There was a reduction in staff during the project as a result of a cut in the education budget. A battery of tests were administered to students both as pre and post tests. Additional assessment measures employed were uniform final examinations, a project-developed examination to assess knowledge of ethnic culture, and attendance records. Statistically significant results were reported for the majority of objectives. The statistics as well as a detailed interpretation and discussion of the results are included in the report. (Author/BS)

ED 137 470 UD 016 858

Mortensen, Erik  
The Bilingual Resource Center; School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 75

Note—71p.; Addendum D, Field Testing Evaluation Form, is not available because of marginal reproducibility of the original document; New York City Board of Education Function No. 09-53615

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Bilingual Education, Bilingualism, Cultural Factors, Education Service Centers, \*English (Second Language), \*Information Centers, \*Instructional Materials Centers, Languages, \*Resource Centers

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, \*New York (New York)

This report presents a description and evaluation of the Bilingual Resource Center (BRC) funded under Title III of the Elementary and Secondary Education Act of 1965. This center functioned mainly as a clearinghouse, resource library, and dissemination unit on bilingual/bicultural education. The program's primary objectives were related to goals such as obtaining behavioral gains on the part of the professional personnel, evaluation and field testing of bilingual education materials, dissemination of essential bilingual information to personnel involved in planning, developing, and implementing bilingual programs. The evaluation of the objectives was based on materials and acquisition listings, library inventories and tallies, analyses of services rendered, dissemination data, and data on the performance of workshop participants. The program had also intended to carry out a limited study of student performance assessment in a small pilot project in reading in Spanish to improve the reading achievement of the non-English speaking child. This objective was not carried out. The accomplishments of the center during its third year of operation were impressive. The need to provide information on bilingual/bicultural education to personnel involved in planning, developing, and implementing bilingual/bicultural programs was fulfilled. Through its coordination functions, the duplication and fragmentation of the efforts of the field personnel was being reduced or avoided. The appendix of this report includes an evaluative annotated bibliography of textbooks for bilingual programs. (Author/AM)

ED 137 471 UD 016 859

Rosenblatt, Sidney M.  
Corrective Mathematics Services for Eligible Non Public School Pupils; Evaluation Period, School Year 1974-1975.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 75

Note—36p.; Appendix B and Appendix C are not available due to marginal legibility of the original document; New York City Board of Education Function No. 09-59628

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Achievement Gains, \*Elementary Secondary Education, \*Mathematics, \*Mathematics Instruction, Nonpublic School Aid, \*Program Evaluation

Identifiers—\*New York (New York)

This program, funded under Elementary and Secondary Education Act Title I, for eligible non-public school students in New York City consisted of corrective mathematics services and other supportive services. The supportive services were guidance, homework help and paraprofessional assistance. The program was aimed at first through twelfth graders, who were six months or more deficient in math. Instruction was in small groups with periods of individual instruction where applicable. The program emphasized a positive approach to remediation, an abundance of materials, a discovery approach to learning real life experiences and the use of games. Analysis of the data showed that the average student gained ten months over what his/her predicted scores would be in ten months of instruction. The guidance and homework helper supportive services had a statistically significant effect on learning as measured by test scores. The paraprofessional services were not shown to be statistically significant as a factor in successful student learning. (Author/AM)

ED 137 472 UD 016 860

Wilson, William J. O'Sullivan, Katherine  
Urban School Desegregation and Structural Changes in the Economy.

Pub Date [76]  
Note—22p.; Not available in hard copy due to author's restriction

Available from—Author, University of Chicago, Illinois

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Black Education, Black Employment, Black Students, \*Black Youth, \*Economic Change, Economic Climate, \*Economic Factors, \*Economic Opportunities, Economic Status, Education, Educational Policy, Inner City, Integration Effects, \*School Integration, Semiskilled Workers, \*Unskilled Workers, Urban Schools

This paper examines the role of urban schools in an advanced industrial society such as the United States, and the extent to which structural changes in the economy intervene with schooling to determine the social position of urban workers. It suggests that in order to realistically assess the basic assumptions and rationale for urban school desegregation, in order to evaluate their consequences, and in order to delineate the linkages between educational and economic opportunities, the effects of recent structural changes in the economy and how they affect schooling for black youths in the inner city must be considered. Furthermore, it notes that the development of a dual labor structure has made it increasingly difficult for workers without special skills and/or higher educational experience to enter the better paid and more desirable jobs in central cities. The point is made that the employment problems facing inner city youths are not simply a consequence of inadequate education. They are also the result of the labor market duality that has developed. A conclusion of this paper is that the strong association between urban public schools and the production of the low wage labor supply will not be significantly affected by programs to achieve desegregation, or by any other programs to improve inner city schools if they are not also designed to offset the problems of educational content and quality which have become attached to the education of the working class in urban schools. (Author/AM)

**ED 137 473** **UD 016 861**  
*Griggs, Shirley A.*  
**Improving Instruction and Services for Socially Maladjusted Children.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date Jun 75

Note—16p.; New York City Board of Education Function No. 09-51694

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Elementary Secondary Education, Emotionally Disturbed Children, Emotional Maladjustment, Mathematics, \*Mathematics Instruction, \*Program Evaluation, Reading Centers, Reading Improvement, \*Reading Programs, \*Socially Maladjusted

**Identifiers—**\*Elementary Secondary Education Act Title I, \*New York (New York)

A total of 1,922 pupils participated in this Title I Elementary Secondary Education Act Program, which was designed to improve the reading and/or mathematics skills of the students. The program aimed to serve students in special schools or residential treatment centers in New York City who were in kindergarten through grade 12. The majority of these students were enrolled in 18 special day schools for the emotionally disturbed, and the remaining students were enrolled in seven cluster schools, located in residential and day treatment centers and psychiatric hospitals. The project established reading laboratories in 18 special schools, mathematics laboratories in four special schools, and special instruction in reading in seven cluster schools and treatment centers. The majority of objectives in both the reading component and the mathematics component of the program were achieved. (Author/AM)

**ED 137 474** **UD 016 865**  
**NAACP 67th Annual Convention Resolutions** (Memphis, Tennessee, June 28-July 2, 1976). National Association for the Advancement of Colored People, New York, N.Y.  
Pub Date 2 Jul 76

Note—17p.; Appearing in "The Crisis", December 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Annual Reports, Black Education, Black Organizations, \*Civil Rights, Economic Development, Educational Testing, Federal Government, \*Federal Legislation, \*Policy Formation, \*Public Policy, Racial Discrimination, Testing Problems, Welfare

**Identifiers—**NAACP, \*National Association Advancement Colored People

Resolutions presented at the NAACP 67th Annual Convention concerned armed services and veterans affairs; civil rights (particularly basic civil rights); federal government compliance with Title VII of the Civil Rights Act of 1964; affirmative action legislation; consolidated procedural rules for civil rights enforcement; the Hatch Act; violence against black Americans; students who have either dropped out or have been expelled from schools; revenue sharing, community development block grants, and other federally funded programs; consumer protection; and economic development. Resolutions on education included subjects such as: the "NAACP Report on Minority Testing", monitoring use of tests, the testing industry, the Office of Consumer Affairs in testing and student evaluation, a federal regulatory agency for testing, efforts to circumvent meaningful desegregations plans, staffing inequities and affirmative action in desegregation programs, financial aid cutbacks in higher education, and reduction of black staff in desegregation efforts. Specific aspects of foreign affairs, hospitals, health, social welfare housing, internal affairs and labor and industry, were also covered by resolutions. (JM)

**ED 137 475** **UD 016 866**  
*Boskin, Joseph*  
**Is Sambo Dead? Exaggerated Reports on the Demise of a Stereotype.**

Pub Date [74]

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Black Role, Blacks, \*Black Stereotypes, Films, \*Mass Media, \*Race Relations, \*Racial Attitudes, Racial Factors, \*Racism, Television

This paper provides a brief survey of white racial attitudes as depicted in the various facets of the mass media such as cartoons, movies, advertisements and television and in product identification symbols such as Aunt Jemima's pancake mix and Cream of Wheat. The paper indicates that negative stereotypes that depict blacks as minstrels, cooks, servants, and as slow-witted and inept persons still prevail in the mass media. Although contemporary media is replete with negative stereotypes of blacks, in most instances the negative images are more sophisticated and less observable than those of the period prior to the 1960's. At times, however, the stereotypes are more blatant, as on the cover of a Rolling Stones' record album which depicts a wide-nosed black man with an exaggerated grin. The black stereotype is perpetuated in the pancake house called "Sambos" which originated in the southwest and is currently franchising stores in the midwest. Unconscious of their own prejudice, and unaware of the sensitivities of those persons who have long been ridiculed and degraded, many whites continue to hold biased images of blacks. (Author/AM)

**ED 137 476** **UD 016 867**  
*Collins, Erik*  
**Remedial Reading Skills; Umbrella I, Summer, 1975.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—32p.; New York City Board of Education Function No. 09-61613

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Disadvantaged Youth, Economically Disadvantaged, \*Educationally Disadvantaged, \*High School Students, \*Reading Programs, Remedial Programs, \*Remedial Reading, \*Secondary Education

**Identifiers—**\*Elementary Secondary Education Act Title I, ESEA Title I, New York (New York)

This is an evaluation report of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965. The program provided remedial reading instruction for 776 economically and educationally disadvantaged high school students at five sites in four high schools. The program was staffed by 17 experienced remedial reading teachers and 17 aides. Numerous site visits were made by teacher trainers, and frequent teacher training sessions were held. The Metropolitan Achievement Test (MAT), Advanced Level; Word Knowledge and Reading Comprehension, was administered to all students.

Alternative forms of the test were used as pre and posttest measures. An analysis of the data showed that the students made statistically significant gains in reading achievement. Corollary objectives, the means of achieving these objectives, and the results are also contained in this report. Program objectives were met. (Author/BS)

**ED 137 477** **UD 016 868**  
*Kastner, Sheldon B.*

**Remedial Mathematics Skills Program for Optional Assignment Pupils; School Year 1974-75.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 75

Note—20p.; New York City Board of Education Function No. 09-59678

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**High School Students, \*Individualized Instruction, \*Mathematics, \*Remedial Instruction, \*Remedial Mathematics, Remedial Programs, \*Secondary Education, Student Improvement

**Identifiers—**\*Calculators, \*Elementary Secondary Education Act Title I, ESEA Title I, New York (New York)

This report is an evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Act of 1965. The major objective of the program was to increase student competency in math computational skills. Approximately 3,000 high school students in grades 9 through 11 from 32 high schools were selected as participants. Class size was reduced to 15 students to allow for individualized instruction. Math labs equipped with calculators, printing calculators and programmable calculators were available for student use. Their use was designed to interest students in math and to make students familiar with these machines since they are often used in business and might increase students' employment opportunities. The program was staffed by a project coordinator, teacher-trainers, teachers, and teacher-aides. The Metropolitan Achievement Test (MAT) Computational Sub-Test was administered as a pretest and as a posttest. A historical regression analysis of the achievement test data revealed statistically significant differences in the scores. Program participants, on the average, made one year gains in actual achievement beyond that which was predicted on the basis of their previous history of achievement. (Author/BS)

**ED 137 478** **UD 016 869**  
*Posamentier, Alfred S.*

**Remedial Mathematics Skills Program; School Year 1974-1975.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date 75

Note—21p.; New York City Board of Education Function No. 09-59616

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Computer Assisted Instruction, Grade 9, Grade 10, Grade 11, High School Students, \*Individual Instruction, \*Mathematics Instruction, \*Mathematics Materials, \*Remedial Mathematics, \*Secondary Education, Secondary School Mathematics

**Identifiers—**Calculators, \*New York (New York)

The Remedial Mathematics Skills Program funded under Elementary and Secondary Education Act Title I serviced students who were two or more years below grade level in mathematics in 50 New York City high schools for the 1974-1975 school year. The program objective was to improve students' computational skills through the use of calculators, computer assisted drill work, drill kits, project oriented activities, and other appropriate materials in a supplementary, individualized, corrective mathematics program. Approximately 7300 students from grades 9 through 11 participated in the program. Statistically significant gains were achieved by students as measured by the Metropolitan Achievement Test (Advanced Level). The teaching of computational skills to high school students in small classes with individualized instructions (and the use of calculators) is apparently effective in significantly improving mathematics skills. (Author/AM)

**ED 137 479** **UD 016 870**  
*Soles, Stanley*  
**Remedial Program in Reading and Mathematics for Homebound Children.**



New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 75

Note—32p; New York City Board of Education  
Function No. 09-58616

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, English (Second Language), \*Handicapped Children, Homebound, \*Homebound Children, Homebound Teachers, Physically Handicapped, Program Evaluation, \*Remedial Mathematics, \*Remedial Reading, \*Tutorial Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, New York (Bronx), New York (Brooklyn), New York (Manhattan), New York (New York), New York (Queens)

The Remedial Program in Reading and Mathematics for Homebound Children served 470 children who were provided tutorial instruction within their homes from February through June, 1975. It was funded under the Elementary and Secondary Education Act, Title I. Twenty-nine teachers provided sessions with each child for two or more sessions per week. The children were two or more years behind in reading and mathematics and were designated as eligible for homebound instruction due to physical handicaps, hospitalization, school phobic responses, and other reasons. The youths who participated in the program were from Manhattan, the Bronx, Brooklyn, and Queens. About one third of the youth were from families in which Spanish was the dominant language spoken in the home. There were three times as many boys in the program as girls. The age range was from seven to seventeen. The Wide Range Achievement Test was used on a pre-post testing basis. The results were analyzed in terms of a one way analysis of variance to determine if the gain or loss in reading and mathematics varied by the number of tutorial sessions held. The results of the analysis of the data for 202 youths revealed that the gain or loss in reading and mathematics did not vary with the number of tutorial sessions held and was not statistically significant. Recommendations for refunding the program included provisions for longer programs with more lead time and more diagnostic and background information available regarding each child prior to program operation. Implementation of these recommendations would enable the teachers to develop strategies for prescriptive teaching. (Author/AM)

ED 137 480

UD 016 871

*Brown, Eric R.*  
Reading Improvement Through Marine Environment Exploration.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.  
Pub Date 16 Jun 75

Note—9p; New York City Board of Education  
Function No. 20-53439

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Content Reading, \*Ecology, Elementary Education, \*Environmental Education, Environmental Influences, \*Grade 5, Learning Activities, Marine Biology, Nature Centers, Program Evaluation, Reading Diagnosis, Reading Improvement, Reading Instruction, \*Reading Programs, Reading Skills, Reading Tests  
Identifiers—\*New York (Staten Island)

The Reading Improvement Through Marine Environment Exploration Project involved five classes of fifth grade students from three schools in Staten Island, New York. It was funded under the Elementary Secondary Education Act, Title I. The classes were selected by principals and teachers from the respective schools on the basis of students' educational deficiencies related to reading. A total of 105 students participated in this two month program. It involved utilization of the resources of the Gateway National Park. The rationale for the program was that content related reading skills could be improved through actual investigative manipulative activities in a natural environment. It was predicted that this kind of activity would be supportive of reading and writing exercises. The program concentrated on three selected skills for reading in the content area: (1) fact, fiction, and opinion, (2) classification, and (3) construction and interpretation of graphs. Activities designed for students included: mapping the area they were working in, collecting material from the beach, studying wild life, and planting and raising flora indigenous to the shore area. An analysis of the subtest scores for

each of the three SRA Reading Diagnostic "Probe" Tests concerned with fact and opinion, classification, and graphs, indicated significant differences between pre and post measures, even within the short time span and three times a week schedule of the program. (Author/AM)

ED 137 481

UD 016 895

Bureau of School Lunches Past, Present, Future: An Overview, Working Note No. 4 in a Series: School Food Service in New York City.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.  
Pub Date 8 Feb 77

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Breakfast Programs, \*Food Service, Food Standards, Health Programs, Hunger, \*Lunch Programs, Nutrition, \*State of the Art Reviews, \*Student Needs, \*Trend Analysis

Identifiers—\*New York (New York)

This paper describes the early history, present status, and future trends of the Bureau of School Lunches of the New York City Board of Education. A review of its early history indicates that although various citizen groups and the Department of Welfare served lunches to needy children prior to 1946, it was the passage of the National School Lunch Act in 1946 that institutionalized the concept of feeding lunches to all children in school. In the 30 years since the Bureau was founded there has been a six fold increase in the average daily number of lunches served. Newly passed New York State legislation will require the New York City School System to offer breakfast in every school beginning in the fall of 1977. By 1980, a 26% increase in food service is anticipated as a result of the expansion of the breakfast and school lunch service and the addition of summer lunches. In addition, an experimental "fast food" operation is being started in two New York City High Schools. It is scheduled to start in September of 1977. Two major issues face the Bureau of School Lunches. The first deals with expenditures and the second deals with the quality of the school lunches. It is of primary importance that the meals be nutritious and that they be accepted and eaten by the children. In order to provide quality meals and maintain minimal costs, action must be taken in three major areas: management systems, operating systems, and food service systems. (Author/AM)

ED 137 482

UD 016 896

*Gifford, Bernard R. Choy, Ronald K. H.*  
The 1974-1975 Allocation Formulae: Policy Paper No. 2.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.  
Pub Date 27 Jun 74

Note—128p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Educational Finance, \*Educational Resources, Elementary Secondary Education, \*Financial Needs, \*Financial Services, \*Financial Support, \*Resource Allocations  
Identifiers—\*New York (New York)

This report presents the Program 30 allocations by the New York City Board of Education to the thirty-two community school districts for fiscal year 1974-1975. The Program 30 funds are subdivided by the New York City Board of Education into several modules. Each module is a grouping of functional activities for which separate allocation formulas are used. This report focuses on modules 1, 2, 3, and 4B. These modules are: (1) community school boards and district administration, (2) instructional services, (3) continuing education and extended use of school buildings, and (4) funds for capital note items. The funds in these modules are distributed to the thirty-two community school districts by formulae, and in fiscal year 1974-1975 the money allocated in these modules represented nearly two-thirds of a district's total allocation. (Author/AM)

ED 137 483

UD 016 897

*Weinberg, Meyer*

Minority Students: A Research Appraisal.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 77

Note—396p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Achievement Gains, Achievement Rating, American Indians, Black Community, Blacks, Classroom Environment, Elementary Secondary Education, \*Historical Reviews, \*Integration Effects, Intelligence Factors, Learning, Legal Problems, \*Minority Group Children, Minority Groups, Racial Composition, Racial Factors, \*Research Reviews (Publications), Research Utilization, \*School Integration, Spanish Speaking, \*State of the Art Reviews

This book presents a comprehensive review of research on minority students and desegregation. An interdisciplinary approach which covers all major approaches to the problem and which presents contrasting viewpoints on school integration and minority student education is used. Effecting change in the classroom and the schools is the central concern of this book. Beyond the usual exclusive concern with subject areas which can be manipulated statistically, this tome includes the perspectives of historians, lawyers, economists, and even non-specialists. Factors treated at some length include the historical and legal background of the education of minority groups, the ideology of racism, a continuing reexamination and questioning of prevailing views of the role of social class and race in learning, and the impact of minority communities upon the schools. Separate chapters deal with Spanish-surnamed and American Indian students. The impact of schooling is examined in the areas of academic achievement, self-concept and aspirations, and the relationships of students with their peers and with their teachers. The findings presented in a conclusion to this work indicate that desegregation works for both white and black children. It narrows the achievement gap between them. In addition, minority children gain a more realistic conception of their vocational and educational future through integrated settings. Positive racial attitudes by black and white students develop as they attend school together. This book is a companion volume to another book titled, "A Chance to Learn" which includes fuller documentation on the historical and legal materials that are cited in this volume. (Author/AM)

ED 137 484

UD 016 908

*Goldstein, Rhoda Lois*

Involvement in Civil Rights: The Case of White Women.

Pub Date 76

Note—37p; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (New York, N.Y., August 28, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Activism, \*Caucasians, \*Civil Rights, \*Females, Interviews, Participant Involvement, \*Social Action, Social Attitudes, Social Change

Identifiers—\*New Jersey

In depth interviews were conducted with a reputational sample of 40 New Jersey white women known as highly involved activists in the civil rights movement for this study. It aimed: (1) to develop theory on the relationship between white women's active participation in a minority movement and their roles as women; (2) to note the relationship between awareness of racial injustice and the discovery of structures through which the individual could act; (3) to note linkages between participation in civil rights and other movements; and (4) to examine the assumption that white activists as a group were estranged by the black power phase or lost their commitment to the cause of racial justice. A small number of the women interviewed came from socialist or labor backgrounds; more came from families having a religious or humanistic ethic stressing individual worth. Among the findings of the study are the following: (1) little conflict was reported between activism and the mother role; (2) the husband-wife relationship was not affected in a consistent way; (3) many activists had young children and did not work full-time while active; (4) most became aware of the need for black leadership; and (5) many continued their activism by finding new supportive roles to play. (Author/AM)

ED 137 485

UD 016 909

*Gifford, Bernard R. And Others*

Resource Allocation in A Decentralized School System: the 1976-1977 Allocation Formulae. Policy Paper No. 5.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.

Pub Date 30 Jun 76  
Note—182p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—\*Charts, Fiscal Capacity, \*Graphs, \*Resource Allocations, Resources, \*School Districts, \*School District Spending, Tables (Data)

Identifiers—\*New York (New York)

This paper presents the 1976-1977 allocation of monies by the New York City Board of Education to New York City's thirty-two decentralized community school districts. It is organized around five modules. Each module consists of a grouping of functional activities for which separate allocation formulae are utilized. The modules cover the following areas: (1) community school boards and district administration, (2) instructional services, (3) continuing education and extended use of school buildings, (4) furniture, supplies, equipment, textbooks, and library books, and (5) furniture and equipment. The funds in these modules are distributed to the thirty-two community school districts by formulae, and in fiscal year 1976-1977 the monies allocated to these modules represented nearly two-thirds of each school district's total budget allocation. Charts, graphs, tables, and step-by-step examples are used throughout the paper to explain and simplify this complicated budget distribution description. (Author/AM)

ED 137 486

UD 016 911

Lord, Frederic M.

A Study of Item Bias Using Characteristic Curve Theory.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date Jul 76

Note—17p.; Graphs may be marginally legible due to small print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Achievement Tests, \*Black Students, \*Caucasian Students, Comparative Analysis, Educational Testing, \*Item Analysis, \*Test Bias, \*Test Interpretation, \*Verbal Tests

Identifiers—\*Scholastic Aptitude Test

This study investigates whether item characteristic curves are the same for black students as for white students in the United States. The data analyzed were the answer sheets of 2269 black students and 2285 white students taking the 85-item Verbal Section of the College Board's Scholastic Aptitude Test. The study of item characteristic curves is a feasible and fruitful way to investigate item biases. It has definite advantages over less sophisticated methods. More than a third of the 85 test items were found to have different characteristic curves for blacks and for whites at the 5% level of statistical significance. It is in many cases not clear from reading it why a particular item is biased in a particular way. (Author)

ED 137 487

UD 016 912

Rosen, Gerald

Marx and Skinner: Race Relations and Strange Bedfellows.

Pub Date [76]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Behavior Patterns, Bias, Blacks, \*Class Attitudes, Conflict, Discriminatory Attitudes (Social), Minority Groups, Motivation, \*Race Relations, \*Racial Attitudes, Racial Discrimination, \*Racism, Social Structure, Sociology, \*Theories

Identifiers—\*Marx (Karl), \*Skinner (B F)

This paper places race relations theory within the general theory of human behavior which combines behaviorist psychology and Marxist theory. It argues for a revisionist theory of race relations where a situation or condition leads to a behavior pattern (discrimination) which in turn leads to an attitude (racism or prejudice). This conceptualization of institutional racism stresses social structure rather than internal or psychopathological expressions in human beings. The contention that discrimination and prejudice are rational acts and attitudes of psychologically normal persons is combined with Karl Marx's view of race relations as relations of conflict. At the group and at the individual level, behavior is rationally motivated by a strategy of maximizing reward and minimizing punishment. Understanding the foundation of race relations as the desire to maximize rewards and minimize punishment, the revisionists state that the basic race relations problem, and the basic conflict in the strategy of

the majority group which makes their mini/max position dependent upon the continued exploitation of a minority group is the key to the elimination of racism in society. (Author/AM)

ED 137 488

UD 016 913

Jacobson, Cardell K.

Racial-Ethnic Composition and Student Attitudes: A Longitudinal Study.

Pub Date [76]

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Black Students, \*Caucasian Students, Changing Attitudes, \*Comparative Analysis, Ethnic Groups, Junior High Schools, \*Longitudinal Studies, Racial Composition, Racial Differences, Racial Factors, Secondary Education, Senior High Schools, \*Spanish Speaking, \*Student Attitudes

Identifiers—\*Wisconsin (Milwaukee)

Black, white and Latin students in selected Milwaukee public schools were interviewed in the spring of 1974 and reinterviewed in the spring of 1975 to measure two dimensions of attitudes: that of integration versus separatism and that of approach versus avoidance. These two dimensions were arrived at through a factor analysis of racial attitude items. Findings indicate that the dimensions studied constitute separate and distinct responses for all three groups of students and indicated that student reactions to intergroup school experiences are complex. Black students in all black schools scored more on the avoidance end of the approach-avoidance dimension while the black students in the integrated schools scored on the approach end. The black students in the all-black schools scored on the integration end of the integration-separatism dimension while the black students in the integrated schools scored on the separatism end. White students in essentially all white schools scored on the avoidance and separatist end of the two dimensions. The white students in mixed Latin schools were more acceptant of the minority students than the white students in the mixed black schools. No differences on the two dimensions were found among the Latin students in schools of different ethnic compositions. (Author/AM)

ED 137 489

UD 016 914

Gifford, Bernard And Others

The Impact on New York City's Public Schools of the 1976-1977 State Education Aid Formula Amendments; Working Note No. 5.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.

Pub Date 13 Apr 76

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Educational Finance, \*Equalization Aid, \*Financial Support, \*Public Schools, School Funds, \*State Aid

Identifiers—\*New York (New York), \*New York State Education Aid Formula

This paper analyzes the impact of bill S-9300/A-11991 which amends the New York State Education Aid Formula for the 1976-1977 academic year. Under this amendment, New York City will receive a \$26 million increase, and the state of New York will receive a \$64 million increase in education aid. This report examines the bill, and reports on the prospects for the New York City public schools under the bill. The detailed analysis of the report reveals that: (1) New York City will receive \$49 million in 1976-1977 aid generated by pupils in occupational education programs and pupils with severely handicapping conditions, an increase of \$2 million, (2) New York City will receive \$99 million in 1976-1977 transportation aid, an increase of \$17 million due to rising cost, (3) New York City will receive \$39 million in 1976-1977 building aid, a \$3 million increase and (4) unfair and discriminatory provisions in the operating aid formula will prevent New York City from receiving \$21 million. Graphs, tables and comparative data are included. (Author/AM)

ED 137 490

UD 016 915

Taylor, William L. And Others

Statement on Metropolitan School Desegregation: A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date Feb 77

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Integration Effects, \*Integration Litigation, Integration Methods, \*Integration Studies, \*Metropolitan Areas, Racial Integration, \*School Integration, Social Integration, \*Social Isolation, Urban Areas

Identifiers—\*Commission on Civil Rights

This report by the United States Commission on Civil Rights focuses on the desegregation of metropolitan schools. It begins by summarizing the research on the causes of racial isolation in metropolitan areas, and connects this research to issues raised in Milliken v. Bradley. In this case, the Supreme Court noted that legal decisions affecting school systems depended on whether metropolitan school and housing segregation was due to private choice and demographic factors, or whether they were due to racial policies in which the government participated. This report concludes that racial segregation in the inner city is due to policies of racial containment to which government contributes. Next, the Commission examines the remedial issues connected with metropolitan desegregation. Some have assumed that a metropolitan remedy poses major administrative and fiscal problems, that it breaches traditions of local control, that it involves massive busing, and that it is busing that provokes the resistance to desegregation. Each of these objections is analyzed with some care along with the positive advantages that may be associated with a metropolitan remedy. Finally, the state of the law and the current political context in which judicial decision making is occurring is discussed. This discussion indicates some of the cooperative steps that should be taken for constructive solutions. (Author/AM)

ED 137 491

UD 016 916

A Review of the Major Issues and Problems of Welfare Reform; A Background Paper Developed for the Community Services Administration.

Technical Assistance Research Programs, Inc., Washington, D.C.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.

Pub Date 3 Feb 77

Grant—CSA-30161-G-76-01

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Agency Role, Federal Aid, Federal Programs, Government Role, \*Policy Formation, Public Policy, \*Social Action, \*Social Change, Social Welfare, State of the Art Reviews, \*Welfare, Welfare Agencies, \*Welfare Problems, Welfare Recipients, \*Welfare Services

Identifiers—Community Services Administration

This background paper was developed for the Community Services Administration (CSA) in order to provide background information concerning welfare reform. It examines possible public assistance strategies, such as the following: (1) broad-based cash transfer (negative income tax, wage rate subsidies, demogrant, and family allowances), (2) categorical cash transfers, (3) in-kind (consumption) transfers (food stamps), and (4) composite programs. The paper also discusses various normative, economic, social, administrative, and political issues raised by the welfare reform controversy. One issue discussed at length, is that of work incentives and their importance, especially in terms of their relevance in the redesign of America's public assistance system. The potential role of the Community Services Administration in welfare reform is also analyzed. A selective bibliography on welfare reform is included. (Author/AM)

ED 137 492

UD 016 917

Gary, Lawrence E., Ed. Favors, Aaron, Ed.

Restructuring the Educational Process: A Black Perspective.

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Div. of Training Programs.

Pub Date 75

Grant—OEG-0-73-6141

Note—186p.; For a related document see ED 129 966; Proceedings from the Annual Research Workshop (2nd, June 3-5, 1974, Howard University, Washington, D.C.)

Available from—Institute for Urban Affairs and Research, Howard University, P.O. Box 191, Washington, D.C. 20059 (\$6.95)

Document Not Available from EDRS.

**Descriptors**—Black Culture, \*Black Education, \*Black Students, \*Curriculum, Educational Development, \*Educational Innovation, \*Educational Policy, Life Style, School Policy, Urban Education

This book is a compilation of scholarly papers presented at the second annual research workshop of the Institute for Urban Affairs and Research at Howard University. Three broad areas of interest are represented by the theme of the conference: Afro-American life style and educational development, policy and organizational development in education, and, curriculum and student development. Included in the first area are a keynote address and two papers dealing with the following questions: (1) Under what conditions can an Afro-American life style co-exist with educational development in school systems in the United States? (2) What are some significant variables in an Afro-American life style that contribute to educational development in school systems? (3) What factors in the Afro-American life style bear a disjunctive relationship to educational development? (4) To what extent do teacher attitudes present a handicapping condition in the development of a healthy learning self-concept among black pupils? The papers included in the second area present a detailed analysis of the stifling effects of institutional culturalism and provide a social, political, and historical context in which to view the problems and possible solutions inherent in improving the quality of services delivered to Afro-American children in urban environments. The papers included in the third area examine both the constituents of an educational system, (the teacher, the pupil, and the curriculum), and the context in which the three components interact. Specific topics covered in this section include special education and the black community, the school social worker, the impact of teacher attitudes on black learners, the role of black administrators in the educational process and the role of the black researcher in restructuring public education. (Author/BS)

ED 137 493

UD 016 945

Sciara, Frank J.

**Father Absence, An Overlooked Factor in the Lack of Achievement of Black Children in Title I Schools.**

Pub Date Apr 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Academic Achievement, \*Black Students, Black Youth, Family Role, Family Structure, \*Fatherless Family, \*Federal Programs, Participation, \*Remedial Mathematics, \*Remedial Reading

**Identifiers**—\*Elementary Secondary Education Act Title I, ESEA Title I

This document presents a study of the effects of father absence upon the academic achievement of black children. Children in remedial reading and math programs from 20 Title I schools in a single midwestern metropolitan school district were studied. The father absence rate for black children in this school system averaged 30%. The study indicates that children from father absent homes are over represented in the Title I remedial reading program. Ranging

from a low of 48.38% in the 5th grade to a high of 70.14% in the 3rd grade, their overall percentage is 58.17, nearly double the expectancy. An analysis of the Title I remedial math program reveals a similar pattern. With an expectancy of 30%, black children from father absent homes range from a low of 49.29% in the 5th grade, to a high of 64.51% in the 4th grade, with an average of 56.75%. No attempt was made to ascertain the percentage of white children from father absent homes in Title I remedial programs because no reference on which to base expectancy was available for this population. Nationally, the rate of father absence in white families is slightly over 10%. The over representation of black children from father absent homes in the Title I remedial program would tend to support the notion that father absence does have a definite effect upon some children's academic achievement. (Author/AM)

ED 137 494

UD 016 947

Warren, Donald I. And Others

**A Comparative Study of Life Styles and Social Attitudes of Middle Income Status Whites and Negroes in Detroit.**

Urban League of Detroit, Mich.

Pub Date [77]

Note—139p.; Hard copy not available due to small type of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Black Attitudes, \*Blacks, \*Caucasians, \*Comparative Analysis, Educational Attitudes, Family Life, \*Life Style, \*Middle Class Values, Political Attitudes, Racial Attitudes, \*Social Attitudes, Social Values, Surveys

**Identifiers**—\*Michigan (Detroit)

This document provides a comparative study of life styles and social attitudes of middle income status whites and blacks in Northwestern Detroit, Michigan. One hour personal interviews were conducted with 213 white and 181 black families to gather information on areas such as leisure patterns and values, family life patterns, neighborhoods, educational values, interracial contact, political and community participation, civil rights involvement, ethnic identification, jobs and occupations, and social mobility. Evidence presented in the survey suggests that middle income blacks are similar to middle income whites in the number of female heads of household and the number of children in the family. In most other areas of concern the white and middle income black groups differed. The survey found that in integrated neighborhoods there was less contact between whites and blacks of middle income than was commonly assumed occurred, and that in the integrated neighborhood where the survey was conducted, both races were more pessimistic about the end of discrimination than were whites and blacks in segregated neighborhoods. In terms of occupational mobility, blacks did not see their chances of promotion being as lucrative as their white counterparts. An overwhelming percentage of blacks stated that the school system did not do an adequate job of

educating the city's youth. The whites were more indifferent to the quality of education in the schools and felt that the schools were doing an adequate job for low income youth. (Author/AM)

ED 137 495

UD 016 964

Iverson, Grace And Others

**Individualization, Desegregation and Educational Decision-Making in an Urban Decentralized School System.**

Pub Date 8 Apr 77

Note—11p.; Paper presented at the American Educational Research Association Annual Meeting (April 4-8, 1977, New York, N.Y.)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Criterion Referenced Tests, Decentralization, Educational Objectives, Elementary Education, Instructional Design, \*Low Achievers, Mathematics, Parent Participation, \*Program Evaluation, Reading, \*School Integration, \*Teacher Participation, Urban Environment

**Identifiers**—Elementary Secondary Education Act Title I, \*Instructional Management System, \*Lansing School District MI, Michigan (Lansing)

A brief paper presented at the American Educational Research Association Annual meeting (April 1977) describes the development, and analysis of the Instructional Management System (IMS) which is used in the Lansing elementary schools. The report is divided into three sections: a historical overview of the program, a description of IMS, and an assessment of the advantages, disadvantages, and outcomes as assessed by the teacher. In an effort to make the lowest achieving students successful, the teaching of 30,000 elementary students of diverse backgrounds and socioeconomic status in 56 schools was achieved by decentralization of decision making on a school-by-school basis, teacher participation, parental involvement, and implementation of IMS. These actions were mandated by Elementary Secondary Education Act, Title I funds used for the program. The implementation of the IMS includes 140 reading objectives and 150 math objectives which are representative of skills students in all schools should master. Accompanying each objective are pre-tests and post-tests. Additionally, record keeping cards for reading and math are utilized to plot pupil progress through the system. Advisory committees are comprised of teachers, administrators parents, and evaluators who review items, suggest time-saving testing techniques and effective management practices. The positive and negative results of the development and implementation of IMS are reported. The advantages of IMS are: immediate information on skill level, appropriate educational objectives, greater test reliability, and better communication between teachers and parents. The disadvantages enumerated by the teachers are: feelings of being pressured to achieve a certain number of objectives, and very little input into the development of the IMS components. Additionally, students are occasionally overtested; time required to master particular objectives is not equal; and collecting, recording, and analyzing data is too time consuming. In the IMS program, teacher confidence is increased and teacher morale is strengthened as a result of greater teacher participation. As a result of the success of this IMS program a system similar to it is being developed for the secondary level. (Author/JP)



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CE — Career Education	JC — Junior Colleges
CG — Counseling and Personnel Services	PS — Early Childhood Education
CS — Reading and Communication Skills	RC — Rural Education and Small Schools
EA — Educational Management	SE — Science, Mathematics, and Environmental Education
EC — Handicapped and Gifted Children	SO — Social Studies/Social Science Education
FL — Languages and Linguistics	SP — Teacher Education
HE — Higher Education	TM — Tests, Measurement, and Evaluation
IR — Information Resources	UD — Urban Education

## Clearinghouse Number/ED Number Cross Reference Index

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# NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

## DESCRIPTORS

**ADVANCE ORGANIZERS** Mar. 1977  
SN Preview questions and comments used to increase learners' comprehension and recall.

**ADVENTITIOUSLY HANDICAPPED** Sep. 1975  
SN Handicapped as a result of illness or injury during the developmental or adult periods.

**AFFIRMATIVE ACTION** Nov. 1975  
SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

**ALASKA NATIVES** Mar. 1976  
SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

**ANDROGYNY** Mar. 1977  
SN Integration of male and female characteristics (roles, behaviors, personality traits, biological traits, etc.).

**Animal Life**  
USE ZOOLOGY

**ASSERTIVENESS** Mar. 1977  
SN Frank, honest, and direct expression of one's feelings or opinions, both positive and negative.  
UF Assertive Training

**ATHAPASCAN LANGUAGES** Sep. 1975  
UF Athabascan Languages

**ATTRIBUTION THEORY** Oct. 1976  
SN Theory focusing on specific behavior as caused by the subject's attributions to the perceived causes of such behavior.  
UF Causal Attributions

**AUTEURISM** May 1976  
SN The consideration of films as embodiments of the personalities of film directors.

**Bicultural Training**  
USE CROSS CULTURAL TRAINING

**Birth Defects**  
USE ANOMALIES

**BUILDING SYSTEMS** Dec. 1976  
SN Assemblies of building subsystems and components (structural and mechanical), with instructions for putting them together; normally these components are mass-produced and used for specific generic projects in building construction.

**CAREER EXPLORATION** Sep. 1975  
SN Investigating occupational interest areas often through real or simulated job experience-frequently refers to the second phase of career education appropriate for grades 6 through 10.

**CHILDRENS TELEVISION** Dec. 1976  
SN Television programing designed for or aimed at children's interests.

**Cinema**  
USE FILMS

**COGNITIVE STYLE** Oct. 1976  
SN Information processing habits which represent the learner's typical modes of perceiving, thinking, remembering, and problem solving.  
UF Learning Style

**COHORT ANALYSIS** Dec. 1976  
SN Group by group analytic treatment of individuals having a statistical factor in common to each group-group members share a particular characteristic (e.g., born, married, etc. within a given year) or a common experience (e.g., entering a particular training phase at a given time).

**COLLEGE GOVERNING COUNCILS** Dec. 1976  
SN Organizations of representatives of faculty, and sometimes administrators and students, that consider administrative, academic, or operational policies of the institution.  
UF Academic Senates  
Faculty Councils  
Faculty Senates  
University Councils  
University Senates

**COMMUNICATIVE COMPETENCE (LANGUAGES)** Jul. 1976  
SN The ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on correctness of language form.

**Competencies**  
USE SKILLS

**Component Building Systems (Del Dec76)**  
USE BUILDING SYSTEMS

**CONGENITALLY HANDICAPPED** Sep. 1975  
SN Handicapped at birth.

**CONSUMER PROTECTION** Dec. 1975  
SN Methods or processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

**CONTINUING EDUCATION UNITS** Feb. 1976  
SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing (noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction--designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.  
UF CEU

**Continuing Professional Education**  
USE PROFESSIONAL CONTINUING EDUCATION

**Culturally Deprived Children**  
USE CULTURALLY DISADVANTAGED (AND) DISADVANTAGED YOUTH

**DECLINING ENROLLMENT** Dec. 1976  
SN Diminishing numbers of students in educational institutions.

**DELAY OF GRATIFICATION** Oct. 1976  
SN The self-imposed delay of reinforcement or voluntary deferment of reward.

**DEVELOPMENTAL STAGES** Oct. 1976  
SN Natural or common divisions of the human developmental process, characterized by types of behavior (as in the oral stage), by biological properties or manifestations (as in the embryonic stage), or by mental processes (as in Piaget's "Concrete Operations" stage).  
UF Stages of Development  
Stage Theory

**DISCOGRAPHIES** Feb. 1976  
SN Organized lists of phonograph records.  
UF Phonograph Record Lists

**DIVORCE** Feb. 1976  
SN The legal dissolution of a marriage.

**DOCTOR OF ARTS DEGREES** Mar. 1976  
SN Degrees emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

**DOMINICANS** Sep. 1975  
SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

**Educational Equality (Del Dec76)**  
USE EQUAL EDUCATION

**EDUCATIONAL GERONTOLOGY** Jul. 1976  
SN Study and practice of educational endeavors for and about the aged and aging, and preparation of persons to work with these groups.

**Enlisted Men (Del May76)**  
USE ENLISTED PERSONNEL

**ENLISTED PERSONNEL** May 1976

**Enlisted Women**  
USE ENLISTED PERSONNEL

**Equity (Impartiality)**  
USE JUSTICE

**ERROR ANALYSIS (LANGUAGE)** Mar. 1977  
SN In language teaching and testing, a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students; in linguistics, the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies.

**ESKIMO ALEUT LANGUAGES** Sep. 1975  
UF Aleut

**Exemplary Programs**  
USE DEMONSTRATION PROGRAMS

**Exemplary Projects**  
USE DEMONSTRATION PROJECTS

**EXPERIMENTER CHARACTERISTICS** May 1976  
SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

**Faculty Advancement**  
USE FACULTY PROMOTION

**Faculty Load**  
USE FACULTY WORKLOAD

**FACULTY WORKLOAD** Oct. 1976  
SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct. 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).

**FIELD HOCKEY** Dec. 1975

**FILM CRITICISM** May 1976  
SN Act and art of analyzing and judging the quality of films.

**FILMOGRAPHIES** May 1976  
SN Lists of films, sometimes including other media and/or commentary.  
UF Film Lists

**Folklore**  
USE FOLK CULTURE

**FOOTBALL** Dec. 1975

**Foreign Relations (Del Jul76)**  
USE INTERNATIONAL RELATIONS

**Freedom of the Press**  
USE FREEDOM OF SPEECH

**GERONTOLOGY** Jul. 1976  
SN Scientific study of aging and problems of the aged.

**GRADUATE MEDICAL EDUCATION** Jul. 1976  
SN Medical education beyond the undergraduate medical school and the attainment of the professional degree, leading to eligibility for certification in a specialty.  
UF Internships (Medical)  
Residency Programs (Medical)

**GRADUATE MEDICAL STUDENTS** Jul. 1976  
SN Graduates of medical schools with professional degrees preparing for certification as specialists.  
UF Fellows (Medical)  
Interns (Medical)  
Physicians in Training  
Residents (Medical)

**HAWAIIANS** Mar. 1976  
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

**HEAT RECOVERY** Oct. 1976  
SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.

**HYPERTENSION** Nov. 1975  
UF High Blood Pressure

**ILLEGAL IMMIGRANTS** Mar. 1976  
SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.  
UF Alien Illegality  
Illegal Aliens  
Immigrant Illegality

**INCOME CONTINGENT LOANS** Jul. 1976  
SN Loans for which repayment is based on a percentage of future annual income.  
UF Deferred Tuition  
Tuition Postponement

**INDOCHINESE** Mar. 1976  
UF Cambodian Americans  
Laotian Americans  
Vietnamese Americans

**Information Processes (Psychological)**  
USE COGNITIVE PROCESSES

**Institutionalized (Persons) (Del May76)**  
USE INSTITUTIONALIZED PERSONS

**INSTITUTIONALIZED PERSONS** May 1976

**INSTRUCTIONAL STUDENT COSTS** Dec. 1975  
SN Costs incurred by students for formal instruction--includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

**INTERNATIONAL EDUCATIONAL EXCHANGE** Jul. 1976  
SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.

**INTERNATIONAL RELATIONS** Jul. 1976  
SN Relations among political units of national rank--also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.

**INTERNATIONAL STUDIES** Jul. 1976  
SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics--commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."

**JOB ENRICHMENT** Feb. 1976  
SN Reshaping of work and work flow to produce more meaningful job content.  
UF Work Enrichment

**JOB SEARCH METHODS** Dec. 1976  
SN Procedures preceding job application whereby employment opportunities are determined.

**JOURNALISM EDUCATION** Mar. 1977  
SN Preparing students to pursue careers or work in journalism as writers, reporters, broadcasters, technicians, and teachers.

**LABELING (OF PERSONS)** Sep. 1975  
SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

**Language Acquisition**  
USE LANGUAGE DEVELOPMENT

**LANGUAGE ATTITUDES** Mar. 1976  
SN Reactions, beliefs, or values about language and language use.

# NEW THESAURUS TERMS

## LANGUAGE OF INSTRUCTION Mar. 1976

SN Language in which curriculum subjects are presented.

## UF Instructional Language

Medium of Instruction (Language)  
Teaching Language

## LEARNING MODULES Oct. 1976

SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of learning activities, and provisions for evaluation, with provisions for remediation generally included.

## UF Learning Kits

Learning Packages  
Modular Learning

## LEGAL ASSISTANTS Dec. 1976

SN Trained paraprofessionals who, under a lawyer's supervision or on legal authorization, perform certain legal activities traditionally carried out only by lawyers.

## UF Paralegals

## LIBRARY ADMINISTRATION Sep. 1975

UF Library Management

## LIFE CYCLE COSTING Oct. 1976

SN Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.

## UF Life Costs (Facilities and Equipment)

## LIFETIME SPORTS Dec. 1975

SN Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

## LINGUISTIC BORROWING Oct. 1976

SN Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.

## UF Loan Words

Phonological Borrowing  
Syntactic Borrowing  
Word Borrowing

## Mainstreaming

USE REGULAR CLASS PLACEMENT

## MASTERY LEARNING Dec. 1976

SN Strategy characterized by: the definition of learning objectives and expected achievement level; a design that permits as many students as possible to achieve objectives to specified level; and the assignment of grades based on achievement of objectives at specified level.

## MASTERY TESTS Dec. 1976

SN Tests used to place individuals into two distinct groups: those who have clearly reached a predetermined standard of competency and those who have not.

## MATE SELECTION Mar. 1977

SN Process of choosing a partner for marriage or cohabitation.

## MEDICAL CARE EVALUATION Dec. 1976

SN Measurement of the quality of health care.

## UF Health Care Evaluation

Medical Audit

Patient Care Evaluation

## Multicultural Training

USE CROSS CULTURAL TRAINING

## Multiethnic Training

USE CROSS CULTURAL TRAINING

## NEEDS ASSESSMENT Feb. 1976

SN Evaluative process of determining needs and deciding on priorities among them.

## Nonbook Materials

USE AUDIOVISUAL AIDS

## NONINSTRUCTIONAL STUDENT COSTS Dec. 1975

SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

## Nonprint Materials

USE AUDIOVISUAL AIDS

## Nonprint Media

USE AUDIOVISUAL AIDS

## ORAL HISTORY Feb. 1976

SN History via recordings and transcripts of speech.

## Ornamental Horticulture Occupation (Del May76)

USE ORNAMENTAL HORTICULTURE OCCUPATIONS

## ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976

## PARAPROFESSIONAL PERSONNEL Feb. 1976

SN Persons engaged to work with professionals in secondary or supplementary capacities.

## PEER EVALUATION Dec. 1976

SN Evaluation by one's peers.

## UF Peer Review

## PERINATAL INFLUENCES Sep. 1975

SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

## PHARMACY Dec. 1976

SN The art or practice of preparing, preserving, compounding, and dispensing drugs.

## Plant Life

USE BOTANY

## Plays (Theatrical)

USE DRAMA

## Population Movements

USE MIGRATION

## Population Shifts

USE MIGRATION

## PORTUGUESE AMERICANS Mar. 1976

## PRETEND PLAY May 1976

SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.

## UF Fantasy Play

Make Believe Play

## PROGRAM VALIDATION Mar. 1977

SN Demonstration of the worth of a program in attaining its objectives, including verification of claims made for it by its sponsors (Note: Use "Program Evaluation" if validity of program is yet to be substantiated by impartial evaluator).

## UF Validated Programs

## PROSOCIAL BEHAVIOR May 1976

SN Socially valued or positive social actions which are generally supportive of others within the existing social system.

## Prosodic Features (Speech)

USE SUPRASEGMENTALS

## Frosody (Literary)

USE VERSIFICATION

## RAPE Sep. 1975

UF Statutory Rape

## READABILITY FORMULAS Mar. 1977

SN Devices, indexes, or methods for determining the level of difficulty of written material based on the vocabulary, sentence length and structure, and other factors.

## Readings (Collections)

USE ANTHOLOGIES

## REDUCTION IN FORCE Mar. 1977

SN Reduction in the total number of people employed by an organization—includes such methods as laying off personnel, creating early retirement options, transferring personnel, and not filling openings created through normal staff attrition (Note: Prior to Mar77, the instruction "Reduction in Force," use "Job Layoff" was carried in the Thesaurus).

## Resegregated Schools

USE SCHOOL SEGREGATION

## REVERSE DISCRIMINATION Dec. 1976

SN Preferential treatment of groups of people who had previously been discriminated against, to the exclusion of other groups.

## RURAL TO URBAN MIGRATION Oct. 1976

SN Population movement from rural areas to urban areas for purpose of relocation.



# NEW THESAURUS TERMS

**SAMOAN AMERICANS** Mar. 1976  
 SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.  
 UF American Samoans

**School Employees**  
 USE SCHOOL PERSONNEL

**School Resegregation**  
 USE SCHOOL SEGREGATION

**Schools Within a School Plan**  
 USE HOUSE PLAN

**Self Confidence**  
 USE SELF ESTEEM

**SOCCER** Dec. 1975

**SOCIAL INDICATORS** Oct. 1976  
 SN Output-oriented measures of individuals and groups that reflect quality of life.

**Social Science Methodology**  
 USE RESEARCH METHODOLOGY (AND) SOCIAL SCIENCE RESEARCH

**SOCIAL SCIENCE RESEARCH** Sep. 1975  
 SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

**SOFTBALL** Dec. 1975

**Sports News**  
 USE ATHLETICS (AND) NEWS MEDIA

**Sports Reporting**  
 USE ATHLETICS (AND) NEWS REPORTING

**STRESS (PHONOLOGY)** Mar. 1976

**STUDENT EVALUATION OF TEACHER PERFORMANCE** May 1976  
 SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.

**STUDENT FINANCIAL AID** Mar. 1976  
 UF Student Aid

**STUDENT RECRUITMENT** Feb. 1976  
 SN Activity designed to encourage students or potential students to enroll

in a particular program, course, or class, or at a particular institution.

**SYSTEMS BUILDING** Dec. 1976  
 SN Application of the systems approach to construction, normally resulting in the organization of programming, planning, design, financing, manufacturing, construction, and evaluation of buildings under single or highly coordinated management into an efficient total process.

**TEST ITEMS** Mar. 1977  
 SN Questions, problems, and other items which elicit responses which can be measured as single units and related to the skill the test is measuring as a whole.

**TRACK AND FIELD** Dec. 1975

**Universal Education (Del Dec76)**  
 USE EQUAL EDUCATION

**Urban Immigration (Del Oct76)**  
 USE RURAL TO URBAN MIGRATION

**URBAN TO RURAL MIGRATION** Oct. 1976  
 SN Population movement from urban areas to rural areas for purpose of relocation.

**URBAN TO SUBURBAN MIGRATION** Oct. 1976  
 SN Population movement from urban areas to suburban areas for purpose of relocation.

**VOLLEYBALL** Dec. 1975

**WELSH** Sep. 1975  
 SN The Celtic language of Wales.

**WIDOWED** Nov. 1975  
 SN Widows and widowers.

**WORK SAMPLE TESTS** Dec. 1976  
 SN Use of job tasks, either real or simulated, to ascertain the possession of needed skills for specific jobs and as diagnostic tools in the evaluation of vocational rehabilitation clients.

UF Job Samples  
 Job Sample Tests  
 Work Samples

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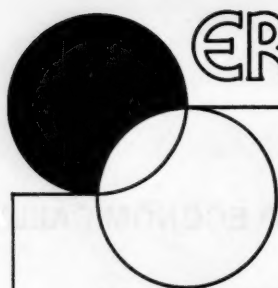
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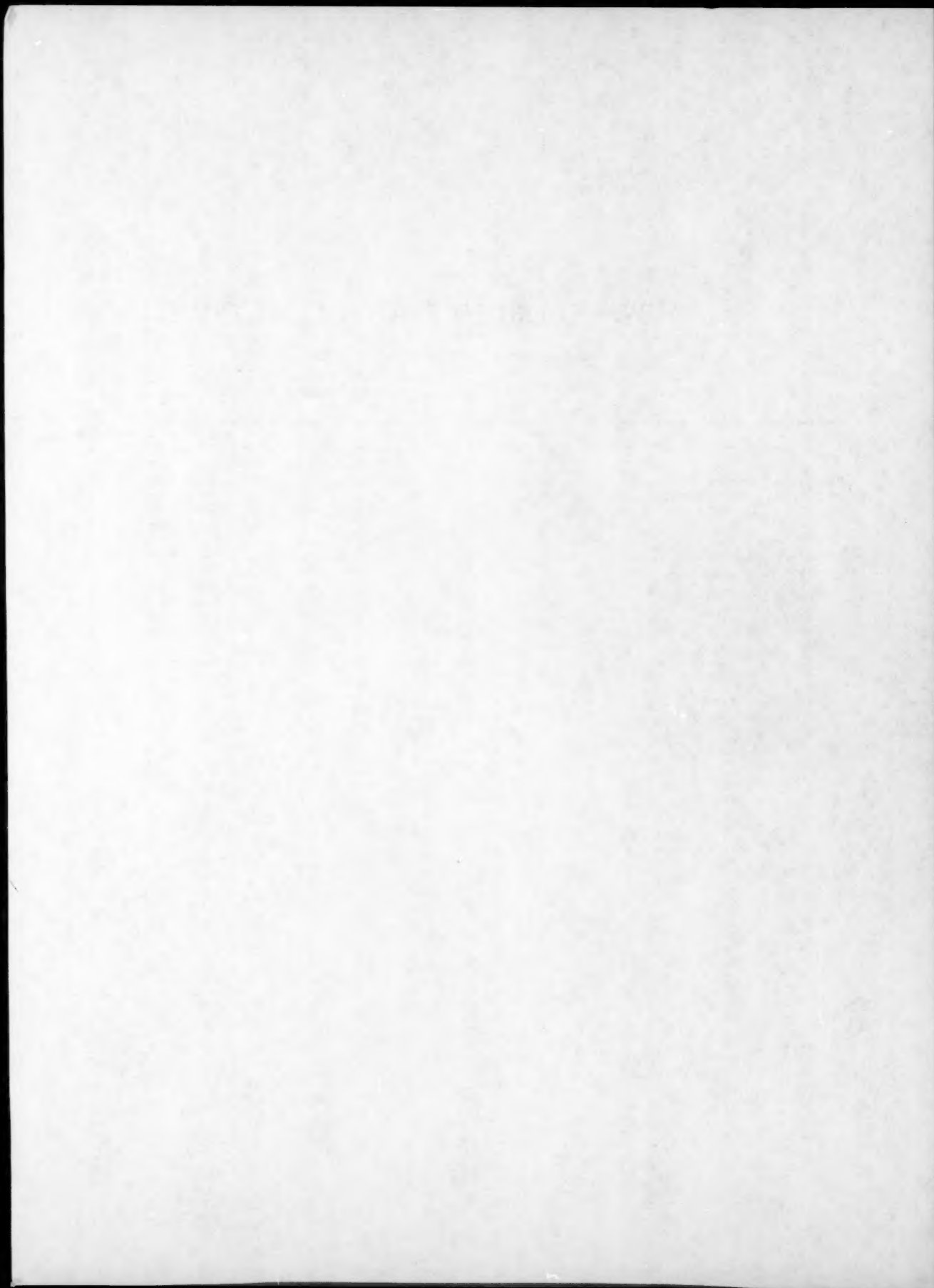
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